DOCUMENT RESUME

ED 435 853 CE 079 450

AUTHOR	Brown, Jeanette; Rainey, Regina; Wolff, Jane
TITLE	Family and Individual Health. Using Process Skills and Content Modules That Feature Critical Thinking and Practical Problem-Solving Activities. [Instructor Guide].
INSTITUTION	Missouri Univ., Columbia. Instructional Materials Lab.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Vocational and Adult Education.
PUB DATE	1999-00-00
NOTE	170p.; Includes competency profile. Competency profile printed on colored paper.
AVAILABLE FROM	Instructional Materials Laboratory, University of Missouri-Columbia, 10 London Hall, 2316 Industrial Drive, Columbia, MO 65211 (instructor manual, order no. 40-4400-I; competency profile, order no. 40-4400-C); Tel: 800-669-2465 (Toll free); Web site: <http://www.iml.coe.missouri.edu>.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Behavioral Objectives; *Classroom Techniques; Course Content; Critical Thinking; Family Life Education; Family Needs; Family Work Relationship; *Health Education; High Schools; Home Management; Job Skills; Learning Activities; *Problem Solving; Teaching Methods; Technical Education; *Thinking Skills; Units of Study; Vocational Education

ABSTRACT

This curriculum guide was developed to help instructors of 1-semester high school classes on family health help students develop the process skills needed for critical thinking and problem solving. The format used in the guide presents students with practical problems to be explored so that potential solutions can be identified. The search for these solutions helps students build the skills needed to research questions to find the facts needed to make informed decisions and to evaluate several possible solutions and consequences. The guide begins with one module that contains four units devoted to developing the process skills needed for critical thinking and problem solving. A matrix tying the process competencies to content modules and objectives is included. The following 10 content modules follow the process module: (1) assuming leadership roles; (2) promoting individual wellness; (3) exploring functions of systems; (4) enhancing human growth; (5) promoting health; (6) promoting nutritional health; (7) maintaining a safe environment; (8) accessing health-related information; (9) influencing change; and (10) researching key careers. Within the modules are teacher background information, learning activities, and assessment activities. (KC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

40-4400-I
INSTRUCTOR

ED 435 853

family and individual health

Instructional
Materials
Laboratory

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL IN
MICROFICHE ONLY HAS BEEN GRANTED BY

H Schlichting

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

2B

MISSOURI
F•A•C•S

Department of
Elementary
and Secondary
Education

CE 079 450

BEST COPY AVAILABLE

Family and Individual Health

Using Process Skills and Content Modules That Feature Critical Thinking and Practical Problem-Solving Activities

Writers:

Jeanette Brown
Family and Consumer Sciences Instructor
Reeds Spring High School

Regina Rainey
Family and Consumer Sciences Instructor
Zalma R-V High School

Jane Wolff
Family and Consumer Sciences Dept. Chair
Pattonville Senior High School

Produced by

Instructional Materials Laboratory
University of Missouri-Columbia

Victoria Shahan, Editor

©1999 The Curators of the University of Missouri
on behalf of the Missouri Department of Elementary and Secondary Education
All Rights Reserved

Catalog Number 40-4400-I

Family and Consumer Sciences Education

Vision Statement:

To empower individuals and families across the life span to manage the challenges of living and working in a diverse, global society. Our unique focus is on families, work, and their interrelationships.

Mission Statement:

To prepare students for family life, work life, and careers in family and consumer sciences by providing opportunities to develop the knowledge, skills, attitudes, and behaviors needed for:

- ★ strengthening the well-being of individuals and families across the life span;
- ★ becoming responsible citizens and leaders of family, community, and work settings;
- ★ promoting optimal nutrition and wellness across the life span;
- ★ managing resources to meet the material needs of individuals and families;
- ★ balancing personal, home, family, and work lives;
- ★ using critical and creative thinking skills to address problems in diverse family, community, and work environments;
- ★ functioning as providers and consumers of goods and services;
- ★ appreciating human worth and accepting responsibility for one's actions and success in family and work life; and
- ★ successful life management, employment, and career development.

Available from:
Instructional Materials Laboratory
University of Missouri-Columbia
2316 Industrial Drive
Columbia, MO 65202
800-669-2465 or 573-882-2883

Development of this project was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Vocational and Adult Education. However, information or opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Vocational and Technical Education, and no official endorsement should be inferred.

Table of Contents

Foreward vii

Acknowledgments vii

Process Skills Competency List Cross-reference viii

Content Competency List Cross-reference ix

Introduction xii

Process Module 1: Exploring Process Skills

Unit 1—Managing Work and Family Life
- Teacher Background Information 1
- Learning Activities 3
- Assessment 5
- **Work Responsibility vs. Family Responsibility** Activity Sheet 6
- **Health Risks Survey** Activity Sheet 7-9
- **Health Continuum** Activity Sheet 10

Unit 2 — Developing Effective Communication Skills
- Teacher Background Information 11
- Learning Activities 13
- Assessment 16
- **Roadblocks to Good Communication** Fact Sheet 17
- **Steps for Managing Conflict** Fact Sheet 18
- **Identify Your Conflict Management Style** Activity Sheet 19
- **Definitions** Activity Sheet 20

Unit 3 — SEARCH for Solutions to Solve Problems
- Teacher Background Information 21
- Learning Activities 22
- Assessment 24
- **Ethical Decisions vs. Core Values** Fact Sheet 25
- **SEARCH** Fact Sheet 26
- **SEARCH for Solutions** Worksheet 27

Unit 4 — Taking on a Leadership Role
- Teacher Background Information 29
- Learning Activities 30
- Assessment 32
- **My Leadership Profile** Activity Sheet 33
- **Qualities of a Good Leader** Fact Sheet 34
- **Quotes for Leaders** Fact Sheet 35

Content Module 1: Assuming Leadership Roles

Unit 1

Teacher Background Information 37
Learning Activities 40
Assessment 42
FCCLA Purposes Fact Sheet 43
Planning Questions Fact Sheet 44
FCCLA Planning Process Activity Sheet 45
Instructor Resources 46

Content Module 2 — Promoting Individual Wellness

Unit 1

Teacher Background Information 47
Learning Activities 49
Assessment 50
Instructor Resources 52

Unit 2

Teacher Background Information 53
Learning Activities 54
Assessment 55
Wellness Survey Activity Sheet 56-57
Wellness Planner Activity Sheet 58
Family Wellness Practices Activity Sheet 59
Thinking It Over worksheet 60

Unit 3

Teacher Background Information 61
Learning Activities 62
Assessment 63
Thinking It Over worksheet 64

Content Module 3 — Exploring Functions of Systems

Unit 1

Teacher Background Information 65
Learning Activities 67
Assessment 70
Bronfenbrenner's Model of Social Systems Fact Sheet 71
Body Chart Activity Sheet 72
Body Systems Bingo Activity Sheet 73
Bingo Body System Terms 74
Body Systems Fact Sheet 75-76
SEARCH for Solutions worksheet 77

Content Module 4 — Enhancing Human Growth

Unit 1

Teacher Background Information 79
Learning Activities 82
Assessment 85
Coping Strategies Fact Sheet 86

Content Module 5 — Promoting Health & Prevention

Unit 1

Teacher Background Information 87
Learning Activities 89
Assessment 93
Thinking It Over worksheet 95
SEARCH for Solutions worksheet 96

Content Module 6 — Promoting Nutritional Health

Unit 1

Teacher Background Information 97
Learning Activities 100
Assessment 101
Family Life-Cycle Stages Fact Sheet 103
Instructor Resources 104

Content Module 7— Maintaining a Safe Environment

Unit 1

Teacher Background Information 105
Learning Activities 109
Assessment 111

Unit 2

Teacher Background Information 112
Learning Activities 115
Assessment 116
Responding Proactively Activity Sheet 118-119
Thinking It Over worksheet 120

Content Module 8 — Accessing Health-Related Information

Unit 1

Teacher Background Information 121
Learning Activities 123
Assessment 126
Thinking It Over worksheet 127

Content Module 9 — Influencing Change

Unit 1

Teacher Background Information 129
Learning Activities 130
Assessment 131
Agency Resources Fact Sheet 133
If I Were In Charge Of The World Fact Sheet 134

Content Module 10 — Researching Key Careers

Unit 1

Teacher Background Information 135
Learning Activities 137
Assessment 139
Instructor Resources 141
Thinking It Over worksheet 142
Thinking It Over worksheet 143
Personality Traits for Career Search Fact Sheet 144
My Entrepreneurship Abilities Activity Sheet 145
Entrepreneur Interview Activity Sheet 146

Foreward

Family/Individual Health is an essential component of the Missouri Family and Consumer Sciences high school curriculum, preparing individuals to understand the related aspects of health and wellness. Competencies identified for this required semester course enable students to construct meaining pertinent to health care knowledge; communicate effectively with family members and health care providers; solve problems impacting health and wellness; and make responsible health care decisions involving individuals, families and communities. This guide was developed as a resource for family and consumer sciences teachers to assist them in addressing the competencies and meeting the needs of individual students.

Acknowledgments

Special thanks to those who participated in developing this curriculum guide, either by field testing the material or by assisting with the crosswalk to the National Health Standards:

Valeria Adams, Winona R-III
Julie Carr, Adrian R-III
Doris Cox, LaMonte R-IV
Elizabeth Delano, Hazelwood R-I
Susan Faseler, Hurley R-I
Beth Granberg, Gentry M.S., Columbia
Mary Ann Gregory, Aurora
Judy John, Blue Springs Sr. High
Betty Jones, Smithville
Linda Leaming, Jasper R-V
Jackie Linn, Bronough R-7

Sandra Mazzocco, Education Consultant, Division of Instruction, DESE

Support and Direction

Family and Consumer Sciences Education Staff, Missouri Department of Elementary and Secondary Education:
Cynthia Arendt, Ph.D., Director
Christine Hollingsworth, Supervisor and State FCCLA Advisor
Janey Miller, Supervisor
Deborah Pohl, Supervisor

Development and Technical Assistance

Instructional Materials Lab Staff— University of Missouri-Columbia:
Dana Tannehill, Director
Dan Stapleton, Associate Director
Veronica Feilner, Senior Editor
Victoria Shahan, Editor
Jessica Carten, Student Assistant

National Health Education Standards

1. Students will comprehend concepts related to health promotion and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology, and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family, and community health.

The National Health Education Standards represent the work of the Joint Committee on National Health Education Standards. Copies of *National Health Education Standards: Achieving Health Literacy* can be obtained through the American School Health Association, Association for the Advancement of Health Education or the American Cancer Society. The information also is available online at: http://www.cancer.org/cshe/cshe.html/

Process Skill Competency List	Missouri Show-Me Standards Goal Cross-reference	National Standards for Family & Consumer Sciences Education Cross-reference
PS/A. Manage Work & Family Life		
1. Define practical problems families and individuals may face in everyday work and family life	1.1, 1.2, 1.3, 1.4, 1.6, 1.9	2.1, 4.2
2. Identify the types of practical problems families and individuals frequently face	1.5, 1.7, 1.9	2.2, 2.3, 2.4
3. Apply individual values and goals to decision-making	1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.10	3.1, 3.3, 3.6, 4.1, 4.3, 4.6, 4.9, 4.10, 4.12, 4.13
PS/B. Develop Effective Communication Skills		
1. Identify characteristics of a respectful relationship	2.3, 2.6	3.5, 3.6, 4.2, 4.6, 4.8, 5.1
2. Demonstrate effective communication skills	2.1, 2.2, 2.4, 2.5, 2.6, 2.7	2.4, 3.1, 3.2, 3.5, 3.6, 4.3, 4.4, 4.7, 4.9, 4.10, 4.12, 5.3
3. Examine the consequences of actions for self and others	2.2, 2.3, 2.7	1.4, 2.3, 2.4, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.5, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
4. Apply conflict resolution techniques when needed for consensus	2.1, 2.4, 2.6	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 3.1, 3.3, 3.4, 3.6, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.10, 4.11, 4.12, 4.13
PS/C. Identify Solutions to Practical Problems		
1. Demonstrate practical problem-solving skills	3.1, 3.2, 3.3, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.1, 5.2
2. Evaluate consequences of possible solutions for self and others	3.4, 3.5, 3.6, 3.7, 3.8	1.4, 2.3, 3.3, 3.4, 3.6, 4.5, 4.8, 4.13, 5.4, 5.5, 5.6
3. Compare and contrast practical problem-solving techniques to other problem-solving strategies	3.2, 3.3, 3.4, 3.8	1.1, 2.1, 2.4, 3.1, 3.4, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6
PS/D. Accept a Leadership Role		
1. Define the roles of a responsible family member and citizen	4.2, 4.3, 4.4, 4.6, 4.7	2.2, 3.3, 3.5, 4.5, 5.1,
2. Demonstrate positive leadership skills	4.2, 4.4, 4.5, 4.6, 4.7, 4.8	1.2, 2.1, 2.2, 2.3, 3.3, 3.6, 4.1, 4.2, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5, 5.6
3. Compare and contrast the duties of a responsible family member and citizen	4.2, 4.3, 4.5	1.2, 1.4, 2.1, 2.3, 2.4, 3.1, 3.4, 3.6, 4.1, 4.4, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 5.2, 5.3, 5.4, 5.5

BEST COPY AVAILABLE

Family/Individual Health Semester Course
Performance Indicator Cross-Reference

Missouri Competency	Show-Me Goals[1]	Show-Me Content Standards[1]	National Health Standards[2]	Family & Consumer Sciences National Standards[3]
A. Assuming Leadership Roles as Responsible Family Members and Citizens				
1. Utilize FHA/HERO program(s) to address family/individual health issues	1.1, 1.2, 1.4, 1.5, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.5, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.8, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6	CA1, CA3, CA4, CA5, CA6; HP1, HP2, HP3, HP4, HP5, HP6, HP7; MA3; SC8; SS4, SS6, SS7	5-1, 5-2, 5-5, 5-6, 5-8, 1-6, 2-2, 3-4, 7-4, 7-5, 7-6	1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.7, 2.1.1, 2.1.6, 3.2.1
2. Utilize leadership qualities and skills for problem solving	1.1, 1.2, 1.3, 1.5, 1.8, 1.10, 2.1, 2.2, 2.3, 2.6, 2.7, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 4.1, 4.3, 4.4, 4.5, 4.6, 4.8	CA1, CA3, CA6; SC8; SS6	1-6	1.1.6, 1.2.6, 4.5.2
B. Promoting Individual Wellness				
1. Define wellness	1.2	HP2	2-3, 2-4, 2-5, 3-1, 3-2, 4-3, 5-5, 6-4, 6-5, 6-6, 7-4	12.1.1, 12.2.2, 14.1.1
2. Describe lifetime fitness principles and techniques	1.2, 1.8	CA1; HP2, HP4, HP5	2-3, 2-4, 2-5, 3-1, 3-2, 4-3, 5-5, 6-4, 6-5, 6-6, 7-4	2.1.7, 10.6.7, 13.1.6, 14.2.2
3. Assess personal health practices and risks	1.1, 1.2, 1.5, 1.6, 1.8, 2.3	HP2, HP3, HP5; MA3	3-2, 3-3, 1-6, 6-1, 6-3, 6-2	13.1.6, 14.2.1, 14.2.2, 14.2.3, 14.4.1
4. Create a personal wellness plan	1.1, 1.2, 1.8, 3.4, 4.5, 4.7	CA3; HP2, HP3, HP5	1-6, 2-1, 3-1, 3-2, 3-4	13.1.6, 14.1.1, 14.3.1, 14.3.2
5. Analyze how the family, peers, community and global issues influence the health of individuals	1.2, 1.3, 1.8, 2.3, 2.4, 4.3	FA5; HP5, HP6; SS6	1-4, 1-6, 2-3, 2-6, 3-1	13.1.6, 14.1.4, 14.2.2, 14.4.1, 14.4.2, 14.4.3, 14.4.4
6. Analyze situations that require professional health service	1.2, 1.8, 3.2, 3.3, 3.6	HP7	1-4, 1-6, 2-1, 2-3, 2-4, 2-5, 2-6, 3-1, 3-2, 3-4, 3-5, 5-1, 5-5	14.2.3, 14.4.5
C. Exploring Functions and Interrelationships of Body, Social and Communication Systems				
1. Describe functions of body systems including circulatory, digestive, reproductive and skeletal	1.2, 1.8	HP1	1-3	14.2.1, 14.4.5, 15.4.1
2. Identify demographic changes that influence family health systems	1.2, 1.3, 1.4, 1.6	SS5		14.1.2, 14.2.2, 15.2.4
3. Analyze how family and cultural diversity impact health	1.2, 1.3, 1.8	HP2; SS6	1-1, 1-6, 2-3, 2-6, 3-1	14.1.2, 14.2.2, 15.2.4
4. Defend a position on ethical, legal and environmental issues impacting health systems	1.2, 1.6, 1.8	CA6; HP6; SC4, SC8		14.1.5, 14.2.4, 14.4.4, 14.4.6, 15.2.4
D. Enhancing Human Growth and Development				
1. Describe developmental processes which occur during the life cycle	1.2, 1.8	HP1		4.5.5, 12.1.1, 12.1.2, 12.2.1, 12.2.2, 12.2.3, 12.2.4, 12.3.1, 12.3.2, 12.3.3, 13.1.2, 14.2.1, 14.2.2, 15.4.2
2. Identify diseases, illnesses and disorders affecting growth and development	1.2, 1.4, 1.6	HP3	1-8	4.5.5, 14.2.1, 14.2.2, 14.2.3, 14.4.1, 14.4.4, 14.4.5
3. Describe behaviors for preventing and controlling communicable diseases	1.2, 1.8, 3.2, 3.3	HP3	1-6, 2-1, 3-2, 3-3	4.4.6
4. Develop coping strategies to deal with health deviations and changes in the life cycle	1.2, 1.8, 3.2, 3.3, 4.5, 4.7		1-7, 2-5, 2-6, 3-4, 3-5, 3-6, 3-7, 7-6	2.1.6, 9.3.1, 12.3.2, 12.3.3, 13.1.5, 14.2.2, 15.4.2

BEST COPY AVAILABLE

E. Promoting Health and Prevention Concepts				
1. Describe the changing relationships of mental, emotional, social and physical health throughout life	1.2, 1.6, 1.8	HP1	1-3, 1-1, 1-3, 2-6, 3-7, 5-3, 5-6, 5-7, 5-8	13.1.1, 13.1.2, 13.1.4, 13.2.4, 14.1.1, 14.2.2
2. Explain the effects of substance use and abuse on the individual, family and community	1.6, 1.8, 1.10	HP5	2-1, 3-2, 3-3	
3. Evaluate how lifestyle choices impact health	1.2, 1.5, 1.6, 1.8	HP2	1-1, 1-6, 2-3, 2-6, 3-1	14.2.2, 14.2.3, 14.3.2
4. Distinguish between appropriate and inappropriate behavior in relationships as they affect health	1.2, 1.5, 1.6	HP2, HP5		13.1.1, 13.1.3, 15.2.4
5. Identify standards of personal hygiene and health	1.2, 1.3, 1.4	HP2, HP5	1-1, 1-5, 1-6, 2-1, 2-4, 2-5, 3-1, 3-2, 3-4, 3-5	4.4.3, 9.2.5, 14.4.1
F. Promoting Nutritional Health				
1. Explain relationships between dietary guidelines and wellness	1.6, 1.8	HP2	1-5, 1-6, 2-1, 2-3, 3-1, 3-2, 3-4	9.3.2, 14.1.5, 14.2.1, 14.2.4, 14.3.1, 14.3.2
2. Compare nutritional needs at different stages of the life cycle	1.2, 1.6	HP2	1-6, 3-1, 3-2, 3-4	2.1.3, 14.2.1, 14.2.2, 14.2.3, 14.3.2
3. Identify nutritional needs of individuals with special health deviations	1.2, 1.3, 1.4, 1.6	HP2	1-6, 2-1, 3-1, 3-2, 3-4, 2-3, 2-2, 2-5	2.1.3, 9.3.2, 9.3.7, 14.3.1, 14.3.2
G. Maintaining a Safe Environment				
1. Describe health emergency procedures	1.2, 1.8	HP7	1-4, 1-5, 1-7, 3-1, 4-2, 4-3, 7-1, 7-2	4.4.7, 14.4.5
2. Develop accident/injury prevention strategies for personal, home, family and community health	1.2, 1.6, 1.8, 3.2, 3.3, 3.6, 3.7, 4.7	HP5	1-6, 1-7, 2-1, 2-5, 3-1, 3-5, 4-3, 6-1, 6-4, 6-5, 7-1, 7-6	4.4.6, 5.3.2, 5.4.5, 14.4.2, 14.4.6
3. Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitive situations	1.10, 3.2, 3.3, 4.7	HP5		13.1.3, 13.1.4, 13.1.5, 13.4.1, 13.4.2, 13.4.3
4. Demonstrate strategies for solving interpersonal conflicts without harming self or others	1.10, 3.1, 3.2, 3.3, 3.6, 3.7			13.1.1, 13.1.2, 13.1.5, 13.2.5, 13.4.4, 13.4.5, 15.2.4
5. Demonstrate methods of avoiding threatening situations	1.10, 3.2, 3.3, 3.6, 4.7	HP5		13.1.5, 13.4.5
H. Accessing Health-Related Information, Products and Services				
1. Discriminate between reliable and unreliable health information, products and services	1.2, 1.5, 1.7	HP6	2-1, 2-3	2.1.6, 3.5.2, 14.2.4, 14.4.4
2. Analyze data from multiple sources to make informed decisions about health information, products and services	1.2, 1.4, 1.5, 1.7, 1.8, 4.1	HP6; MA1, MA3 1-6, 1-7, 1-8, 2-1, 2-2, 2-4, 2-5, 2-6, 3-4, 3-1		2.1.6, 2.5.2, 3.5.2, 3.5.3, 14.1.5, 14.2.4, 14.4.2, 14.4.4, 15.3.1
3. Describe factors that influence personal selection of health-care resources, products and services	1.2	HP6; SS4	1-4, 1-7, 1-8, 2-1, 2-2, 2-3, 2-4, 2-5, 3-4, 3-6, 4-4, 4-2, 4-3	2.1.6, 3.5.2, 3.5.3, 3.5.6, 14.1.5
4. Demonstrate the ability to access individuals and agencies that provide support and protection	1.10	HP6	1-6, 1-7, 1-8, 2-1, 2-2, 2-4, 3-4, 2-3, 3-1	1.3.4, 2.1.6, 2.6.3, 14.1.5, 14.2.4
5. Compare costs and benefits of available health-care coverages	1.2, 1.5, 1.6, 3.8	MA1, MA3	3-5, 1-7, 2-3, 3-1	2.1.6, 2.5.1, 2.6.3, 14.1.5
I. Influencing Change in Environments				
1. Develop skills to affect public policy related to family/individual health	1.2, 1.4, 1.7, 1.8, 1.10, 4.1, 4.5, 4.6	CA6; HP6; SS3	2-1, 4-1, 7-2, 7-3, 7-5, 7-6	1.3.5, 14.1.5, 14.2.4, 14.3.2, 14.4.3, 14.4.6
2. Analyze the impact of technology on individual and family lifestyles as related to family/individual health	1.2, 1.3, 1.4, 1.8	HP6; SC8	1.1.2, 2.4.2, 2.4.3, 14.1.3, 14.5.2, 15.4.4	
3. Utilize technology and other resources to influence change in family/individual health environments	1.4, 1.10, 2.7	SC4, SC8; SS2		2.4.2, 14.1.3, 14.2.4, 14.3.2, 14.4.6

BEST COPY AVAILABLE

J. Researching Key Careers				
1. Identify career clusters and careers related to family/individual health	1.4, 1.5, 1.7, 4.8	CA3, CA5, CA6; SS6		1.1.4, 1.1.6, 1.2.1, 3.1.3
2. Assess personal characteristics and professional requirements for occupations related to family/individual health	1.1, 1.2, 1.3, 1.4, 1.10	CA1; SC3	5-1, 5-2, 5-4V	1.2.1, 8.1.1, 8.1.2, 8.1.3
3. Investigate working conditions and income of specific careers	1.1, 1.2, 1.8, 4.8	CA1, CA4, CA5; HP5, HP6; MA1, MA3		1.2.7, 3.1.3, 8.1.2, 8.1.3
4. Use effective communication techniques for multiple workplace situations	2.2, 2.6	CA6		1.2.3, 1.2.4
5. Examine ethical and professional issues and responsibilities	1.2, 1.10, 4.4	CA6; HP6; SS6		1.1.1, 1.2.8, 14.1.5, 14.4.3
6. Evaluate entrepreneurial options related to family/individual health	1.2, 1.5, 4.8		2-1, 5-1, 5-4, 5-5, 5-6, 5-7, 5-8 3.1.2, 7.1.2, 8.1.2, 14.1.5, 14.4.3	

---

[1] Missouri. Department of Elementary and Secondary Education. *The Show-Me Standards:* Jefferson City, MO. 1996.

[2] National Health Education Standards: Achieving Health Literacy. Developed by the Joint Committee on National Health Standards.

[3] National Standards for Family and Consumer Sciences. Developed by the National Association of State Administrators for Family and Consumer Sciences in partnership with the Vocational-Technical Education Consortium of States and the Southern Association of Colleges and Schools: Decatur, GA. 1998.

BEST COPY AVAILABLE

Introduction

Teaching students to become effective problem-solvers in addressing issues that face families and individuals every day is a challenge that is best handled by involving the students in critical thinking exercises. By engaging them in discussions to identify possible solutions, students learn to reason through each possibility to determine the best solution. Not all problems have one right answer.

The format used in this curriculum guide presents the student with a "practical problem" to be explored so that potential solutions can be identified. The search for these solutions helps the student build the skills needed to research a question to find the facts needed to make an informed decision; to evaluate several possible solutions and consequences while taking personal values into consideration to select a solution that is comfortable for the student and others who may be affected; and to communicate with others when negotiation or compromise is needed to obtain an acceptable solution.

In *Techniques for Teaching Thinking*, Costa and Lowery suggest that, "Teachers must impress upon students that the goal of instruction is thinking; the responsibility for thinking is theirs; it is desirable to have more than one solution; it is commendable when they take time to plan; and an answer can be changed with additional information."

This format is similar to the Ohio Work and Family Life Program developed for the Ohio Department of Education, Family and Consumer Sciences Section. The Ohio program "...is based upon what students need to know, be able to do, and be like in order to be competent in the demanding, challenging, and changing work of the family."

An integral part of this curriculum involves challenging the students to relate the meaning of values, ethics, core beliefs and responsibility to problem-solving and decision-making. Activities include exposing the students to community resources and how to access these services. Students also explore leadership roles to become responsible members of families and society.

How This Guide is Organized

This guide begins with one module devoted to developing Process Skills needed for critical thinking and problem-solving. This module introduces students to the practical problem-solving approach used throughout this guide. These modules provide the basis for building skills and applying the knowledge necessary for strengthening families and becoming responsible citizens. The Process Skills Module can be thought of as warm-up exercises for an athlete. The learning activities and assignments in this module develop thinking, reasoning, leadership and communication skills the students will use throughout the course as they explore specific information about family and individual health. The National Association of State Administrators for Family and Consumer Sciences (NASAFACS) developed a set of National Standards for Family and Consumer Sciences Education which was released in mid-1998. That document concludes that, "Process is a vehicle for obtaining, analyzing, and using content."

Students work together differently from course to course, and from year to year. Therefore, some classes may need more warm-up work using the Process Skills Module before the students are comfortable working as cooperative group members.

The following chart lists each Process Skill, the basic types of activities the module will focus on, and the relationship of the Process Skills to the Missouri Show-Me Standards. The skills introduced here will be used throughout the remaining modules in this guide. Therefore, it is necessary to present this module first to prepare the students for the Content Modules that follow.

Process Skills Introduce Critical Thinking Using A Practical Problem-Solving Approach

Process Skills	Summary of Module Topics Addressed	Missouri Show-Me Standards Skill
PS/A. Managing Work and Family Life (Clarify Values)	Define a Practical Problem & identify the types families and individuals may face in work and family life.	Goal 1: Acquire knowledge and skills to gather, analyze and apply information and ideas.
PS/B. Developing Effective Communication Skills (Examine Belief Systems)	Develop an understanding of respectful relationships and apply conflict management skills while recognizing the perspectives of others.	Goal 2: Acquire knowledge and skills to communicate effectively within and beyond the classroom.
PS/C. Learning to SEARCH for Solutions to Practical Problems (Review Ethics)	Identify Practical Problems and solutions while considering possible consequences.	Goal 3: Acquire knowledge and skills to recognize and solve problems.
PS/D. Taking on a Leadership Role (Accept Responsibility)	Explore community resources and analyze the individual's duty and responsibility to society.	Goal 4: Acquire knowledge and skills to make decisions and act as responsible members of society.

A Critical Thinking Approach to Instruction and Assessment

In the opening pages of this guide you will find the Family & Individual Health Competency List and a Process Skills Competency List. The Process Skills Competency List is new. The Process Skills are core skills and abilities students must master to become critical thinkers. The four Process Skills are aligned to the four Show-Me Standards Performance Goals and to the newly released National Standards for Family and Consumer Sciences Education.

As you review each of the four units in **Process Module 1: Exploring Process Skills** you will see the competencies referenced. For example, Process Skill A is Managing Work and Family Life. There are three competencies listed for this Process Skill. Following each competency is a reference in parentheses. The reference PS/A-1 is for Process Skill A, competency 1. When you look in the front of this guide at the Process Skills Competency List you will again see PS/A-1. The "PS" is added to each process skill competency to help you keep it separate from the content competencies for the course.

Included with this guide is a sample of the familiar, yellow Competency Profile Card that uses the 3-2-1-N rating scale for assessing content knowledge. In addition, you will find four Process Skills Scoring Guides, one for each separate skill. The Scoring Guides allow you to assess each student's mastery of the Process Skills. The Scoring Guides also follow the 3-2-1-N rating scale. The Guides can provide you with important feedback indicating how well students are applying the Show-Me Standards Performance Goals. You may choose to assess student performance of these Process Skills for each course you teach, or you may prefer to assess the skills less frequently. As students become familiar with these skills and progress through several courses which incorporate them, you may find that it is no longer necessary to thoroughly teach all of the skills. Students may need only a quick refresher to be prepared to explore the content using critical thinking skills.

The Missouri Vocational Resource Center (MVRC) recently became the Missouri Resource Center for Career and Technical Education (MRCCTE). The MRCCTE offers a wide range of materials for free loan. Several video tapes, CD ROM and games are referenced in this guide. You may contact the MRCCTE to borrow the materials through several methods.

MRCCTE
2 London Hall - UMC
Columbia, MO 65211-2230
e-mail: mrccte@missouri.edu
Missouri toll-free phone: 800-392-7217; option 3
fax: 573-882-9935
http://mvrc.coe.missouri.edu

To order a copy of the Family and Consumer Sciences National Standards contact:

V-TECS
Southern Association of Colleges and Schools
1866 Southern Line
Decautr, GA 30033-4097
toll-free phone: 800-248-7701 ext. 543
fax: 404-679-4556
available online at http://www.facse.org/

Content Modules Used in This Guide

Content Module	Practical Problem Addressed	Summary of Module Topics Addressed
Assuming Leadership Roles as Responsible Family Members and Citizens	How do I improve my leadership skills to contribute to my family and community?	Use FCCLA programs and building leadership skills for problem-solving.
Promoting Individual Wellness	How do I develop and maintain individual wellness?	Describe fitness principles and health practices. Analyze peer pressure in decision-making, and professional services.
Exploring Functions and Interrelationships of Body, Social and Communication Systems	How do I integrate knowledge of body systems and environmental influences to make health & wellness decisions?	Examine body systems in relation to family and cultural influences. Explore ethical and legal issues.
Enhancing Human Growth and Development	How do I set goals for human growth and development for myself and my family?	Identify diseases, illnesses and disorders. Develop coping strategies for change. Apply information to the life cycle.
Promoting Health and Prevention Concepts	What lifestyle choices can individuals make that will lead to optimal health?	Consider the effects of substance abuse on the body. Evaluate lifestyle choices and personal hygiene practices.
Promoting Nutritional Health	How do I explain relationships between dietary guidelines and wellness throughout the life cycle?	Determine relationship between dietary guidelines and health. Apply concepts throughout the life cycle.
Maintaining a Safe Environment	How do I ensure a safe environment?	Describe and prepare for emergency situations. Explore conflict resolution and rufusal skills.
Accessing Health-Related Information, Products and Services	How do I access and evaluate health-related information, products and services?	Identify characteristics for credible sources of information and locate health care providers or agencies.
Influencing Change in Environments	How do I utilize technology and other resources to influence individual and family health policies?	Explore technology and other resources to influence and bring about change in public policy.
Researching Key Careers	How do I identify careers related to family and individual health and develop qualities essential for these careers?	Assess interests and explore options related to career paths. Examine ethical and professional workplace issues.

Using This Curriculum Guide in the Classroom

Each unit begins with an **Overview** which includes the **Practical Problem**, an explanation of the **Competency(ies)** this problem addresses, and **Enabling Objectives for Mastery** which identify skills and knowledge students need to master each competency. **Teacher Background Information** provides the **Rationale** for the practical problem, while the **Background** section provides research, information and statistics for the teacher. **References** are included for the material used in developing each module. The teacher may consult the references for additional information or direct students to these sources for enrichment activities.

The section entitled **Learning Activities** builds on the topics presented in the **Enabling Objectives for Mastery** section. The **Learning Activities** can be thought of as the content or knowledge to be acquired as the student works to solve the practical problem. Three types of **Assessments** are used to help the student explore and discover knowledge. **Paper and Pencil** assignments challenge the student to demonstrate understanding through written papers, reports, journal writing, etc., while **Classroom Experiences** provide opportunities to explore solutions through lectures from guest speakers, involvement in the community, through cooperative group projects and other classroom activities. Finally, **Application to Real-Life Settings** allows the student to apply the knowledge gained in the module to life experiences.

A variety of supplemental material is included at the end of each module. The pages labeled **Activity Sheets** may be completed by students individually or in work groups. These pages may be reproduced as needed for each exercise. **Fact Sheets** also may be reproduced for classroom use. These sheets may be used as handouts, overhead transparencies, or adapted as posters. In addition, there are a few pages labeled **Instructor Notes**. These may be used as reference materials for the teacher or reproduced for students at the teacher's discretion. There are two specific styles of worksheets which require students to explore problems where more than one right answer may be possible. These worksheets are entitled **Thinking It Over** and **SEARCH for Solutions**. Teachers who currently use Ohio's Work and Family Life materials are familiar with the REASON worksheets. These problem-solving worksheets are very similar and can be interchanged. For those who are new to the Critical Thinking model, SEARCH is an acronym for:

S — State the problem to be solved.
E — Examine the facts, ethical concerns and alternatives that exist.
A — Analyze options and alternatives based on personal values.
R — Review options and select the one best solution.
C — Chart and start a plan of action.
H — Highlight the outcome of your actions.

SEARCH for Solutions is a step-by-step process to help students work through problem solving and solution identification. The steps do not necessarily need to be taken in order. However, by focusing on each step when discussing the problem-solving process students focus on the objective techniques used to reach a solution, rather than making subjective choices with little or no thought to the real problem or the consequences of the decision.

Preparing Students for Practical Problems

Students may need some orientation before beginning these activities. They may need help with vocabulary to understand words such as ethics, consequences and values. Other students may need coaching in being respectful to others such as allowing others to state an opinion different from their own opinion, or taking turns talking and actively listening to others, and in conflict management. Still other students may need reassurance that although there is not one right answer to some problems, there is one answer that is best for each person. An answer is the right answer when the student can defend it, place it in context with the individual's values and explain how the answer shows respect and consideration of others.

Learning Activities

1. **Analyze the impact of family health on the workplace and how work influences family and individual health.**

    a. Read the **Work Responsibilities vs. Family Responsibilities** Activity Sheet. Identify the problem, analyze the conflicts the family members are facing and recommend possible solutions, resources and agencies the family can use to solve the problems.

Discussion Topics

Describe similar conflicts that your family has experienced between meeting the responsibilities of both family and work.

What feelings might the parents and children experience in this case study?

How can employers help families during a crisis like this one?

Do employers have any responsibilities toward their employees when family needs and work responsibilities come into conflict?

What might be the benefit to the employer if they work with families to meet this type of crisis?

2. **Explain how individual and family health are interrelated.**

    a. Define the terms hereditary and genetic.

    b. Call local physicians and get copies of health history inventories. Complete with the help of your parents and family members.

    c. Assess your own health risks as a result of these family history inventories.

TEACHER NOTE: Use the following graphic organizer as an example to list attributes of family and individual health risks or influences related to each health risk, then compare and contrast each attribute.

	Hereditary	Genetic
Health Risk Item 1		
Health Risk Item 2		
Health Risk Item 3		

Discussion Topics

What types of illnesses or health issues are hereditary?

What precautions can you take to reduce the impact of genetic health risks?

Why is it important to be aware of your family's health history?

What family factors, other than genetics, influence the health of children?

What can parents do to improve family and individual health for the children?

What can children do to improve family and individual health?

How does home environment influence the health of family members?

3. Identify/clarify individual health-related values and goals.

a. Define the terms values and goals. You may want to view the video *Power of Choice - Acting on Your Values.* The video describes how knowing what you value helps in decision-making. The video is available from the MRCCTE item #FCS video 53.

Discussion Topics

What are health related values?

What are health related goals?

How do children and adolescents form health related values and goals?

What health values are being displayed when you do not use seat belts?

What health values are being displayed when you eat at fast food restaurants instead of home prepared foods?

What health values are being displayed when you smoke cigarettes in the presence of others?

How are health values changed?

b. Complete the **Health Risks Survey** Activity Sheet

c. Using the **Health Continuum** Activity Sheet, list above the line five of your personal activities or behaviors that reflect positive health values. Below the line, list five of your activities or behaviors that reflect harmful health behaviors.

d. Start a health journal. Write one short-term health goal and one long-term health goal. For each goal list five steps you can take to reach your goal.

4. Compare individual health-related values with family-related values.

a. Develop an interview worksheet or set of questions to use with parents and family members based on the survey in 3(b) above. This worksheet can then be used to interview a family member and write a summary report for a grade.

b. Write a reflective journal responding to the following:

√ What is important to me regarding my personal health?

√ Who has influenced my health values and goals? How?

√ Which of my health values have been influenced by my family?

Unit 1

Managing Work and Family Life

Practical Problem:

How do I determine which strategies should be used to balance both work and family life to ensure optimal health for self and family?

Competencies:

Define practical problems families and individuals face in everyday work and family life. (PS/A-1)

Identify the types of practical problems families and individuals frequently face. (PS/A-2)

Apply individual values and goals to decision-making. (PS/A-3)

Enabling Objectives for Mastery:

1. Analyze the impact of family health on the workplace and how work influences family and individual health.
2. Explain how individual and family health are interrelated.
3. Identify/clarify health-related values and goals.
4. Compare individual health-related values with family health-related values.

Teacher Background Information

Rationale

The struggle to meet both work and family responsibilities is a top concern for American women and men. Helping families to understand the importance of balance in their lives and meet the needs of both family and employer impacts the health of families and the economics of the workplace.

Involving families in the understanding and promotion of health principles is essential for encouraging positive health behaviors in children. By working together, families can better meet the health needs of each member of the family. Family values and norms help shape the health decisions of all family members. Parents are critical in the prevention of unhealthy behaviors and promotion of positive behaviors and attitudes that can lead to life long health practices in family members. A life long commitment to good health results from knowledge, skills, attitudes and positive behaviors being repeated and reinforced by family, schools and community. Families must be provided the opportunity to learn, practice and apply health-related skills, such as making decisions, resisting negative influences and accessing health and social service programs to foster good health.

Background

In the United States more than three quarters (77%) of all parents are employed. Sixty-four percent of Americans say the time demands placed on working families is increasing and "finding the time for both work and family responsibilities" has gotten harder. Today's families are struggling to meet the needs of their family and the responsibilities placed on them by employers. The American workplace is not as flexible as it needs to be if families are to maintain stability and optimal health.

Optimal health is a way of living each day that includes choices and decisions based on healthy attitudes and positive health-related behaviors. Health is not an either/or condition. Individuals and families don't simply have health or not have health. Health can be measured on a continuum between optimal health and premature death. Because parents and care givers are the first educators of children, they are key to establishing the health behaviors and attitudes that can lead to optimal health.

A 1992 report by the Children's Defense Fund concluded that because of declining access to health information and services, children under 18 years of age are at increasing risk of contracting infectious diseases and developing physical and mental disabilities. The report also pointed to the rising incidence of such preventable childhood diseases as measles, mumps and rubella. The U.S. Centers for Disease Control and Prevention (CDC) has determined that the most detrimental health risk behaviors fall into six categories: (1) behaviors that result in unintentional or intentional injuries; (2) use of alcohol and other drugs; (3) sexual behaviors that result in HIV infection and other sexually transmitted disease or unintended pregnancy; (4) use of tobacco; (5) unhealthy diet; and (6) reduced physical activity. Educating parents and children about these health risk behaviors and the promotion of positive health behaviors and attitudes has the potential of dramatically improving the life of American families.

Personal and family health involves learning to take care of one's physical, emotional/mental, and social self. Personal health practices are not static; they involve change and adaptation as one progresses through the human life cycle. Family interactions and health practices influence individual health. Regardless of the family structure, ethnic or cultural background, it is important for family members to understand the health issues for each of the various stages of the human life cycle.

The development of good health is basic to a happy, satisfying life. The development of these positive health habits is dependent on individual, family and community involvement. Individuals and families must be given the opportunity to acquire accurate health information and to develop the attitudes and behaviors that will promote good health. Employers must adopt policies that allow families to meet health needs and still meet the responsibilities of the workplace.

References:

Children's Defense Fund. *The Health of America's Children.* Washington, D.C.: 1992.

U.S. Centers for Disease Control and Prevention. *Chronic Disease and Health Prevention.* Atlanta: 1991.

National Partnership for Women & Families. *Family Matters: A National Survey of Women and Men.* 1998. http://nationalpartnershiporg/publications/contentanalysis.htm

Assessment

Paper and Pencil

1. Use the parent interview in Learning Activity 4(a) above to assess the development of interview questions, or assign a written summary of the interview that compares and contrasts interviewee and interviewer for each of the six health risk sections identified in the **Health Risks Survey** Activity Sheet.
2. Brainstorm a list of jobs, professions or occupations. Write each name on a 3x5 index card. Allow each student to draw out one card to write a profile for that job. The profile should include health issues and conflicts, including stressors, and offer possible solutions to these problems. (e.g., Waitress: on feet many hours, eating restaurant food often, frequency of snacking, variable work hours, irritable customers, exposure to food-born bacteria. Students would then write about possible solutions for each of these concerns.)
3. Design a schedule to help a family make time for healthy meal preparation. Develop a scoring guide in advance which identifies management issues and skills needed for this assignment.

TEACHER NOTE: Students could be given different family scenarios - Single mother with two school-age children; working couple with one toddler and one kindergartner; working couple with two teenagers involved in school activities, etc.

Classroom Experiences

1. **FCCLA Activity**. Create a display for the school library/media center that demonstrates the importance of families working together to obtain or maintain optimal health.
2. Plan and conduct a school health fair. Invite local health agencies, hospitals, clinics and professionals to speak, take cholesterol checks, or present information on health-related topics for students and staff.

Activity Sheet Name ______________________________

Work Responsibilities vs. Family Responsibilities

Identify problems and possible solutions for balancing work and family responsibilities in the following situation.

Case Study:

Dan and Angie have two children. Dan is a sales representative for a local pharmaceuticals company and Angie is an advertising accounts manager for a national company. Matt, their son, is seven and in the first grade. Their daughter, Anna, is three and attends day care. Typically Dan drops Anna off at the day care and Matt off at the latchkey program at the elementary school on his way to work at 7:30 each morning. Angie leaves for work at 7:00 and picks Anna up at day care on her way home from work at 4:00. Matt rides the school bus to a neighbor's house after school and stays there until his mom gets home around 4:30. This week Dan is out of town for his work and will be gone for a week. The second day Dan is gone, the day care calls Angie to come pick up Anna. Anna has chicken pox and will not be allowed to return to school for at least seven days. Matt has never had the chicken pox. Incubation is 12 to 14 days. Angie can't miss work as she has a major account report due to her boss in two days.

What conflicts exist between work and family responsibilities?

Who can be involved in resolving these conflicts?

Who can interfere with resolving the conflicts?

What might happen if the conflicts are not resolved?

Activity Sheet

Name ______________________________

Health Risks Survey

The United States government developed the following questionnaire to help people assess their health behavior and their health risks. The questionnaire has six sections. On a separate piece of paper answer each item by listing the number corresponding to the answer that describes your behavior. Then add the numbers you have listed to determine your score.

Eating Habits

	Almost Always	Some-times	Almost Never
1. I eat a variety of foods each day, such as fruits and vegetables, whole grain breads and cereals, lean meats, dairy products, dry peas and beans, nuts and seeds.	4	2	0
2. I limit the amount of fat, saturated fat and cholesterol in my diet (including fats in meats, eggs, butter, cream, shortenings, fried foods and snacks high in fat.	4	2	0
3. I limit the amount of salt I eat by not adding salt at the table, avoiding salty snacks and having my meals cooked with only small amounts of salt.	4	2	0
4. I avoid eating too much sugar (especially frequent snacks of sticky candy or soft drinks).	4	2	0

Your Eating Habits score: ________

Exercise and Fitness

	Almost Always	Some-times	Almost Never
1. I maintain a comfortable weight, avoiding overweight and underweight.	3	2	0
2. I exercise vigorously for 15 to 30 minutes at least three times a week (examples include running, swimming and brisk walking).	3	2	0
3. I do exercises that enhance my muscle tone for 15 to 30 minutes at least three times a week (examples include yoga and calisthenics).	3	2	0
4. I use part of my leisure time to participate in individual, family or team activities that increase my level of fitness (such as gardening, bowling or baseball).	3	2	0

Your Exercise and Fitness score: ________

Stress Control

	Almost Always	Some-times	Almost Never
1. I enjoy school or other work I do.	2	1	0
2. I find it easy to relax and express my feelings.	2	1	0
3. I recognize early and prepare for events or situations that are likely to be stressful for me.	2	1	0

	Almost Always	Some-times	Almost Never
4. I have close friends, relatives or others whom I can talk to about personal matters and call on for help when needed.	2	1	0
5. I participate in group activities (such as church/synagogue or community organizations) or hobbies that I enjoy.	2	1	0

Your Stress Control score: ________

Alcohol and Other Drug Use

1. I avoid drinking alcoholic beverages.	3	1	0
2. I avoid using alcohol or other drugs (especially illegal drugs) as a way of handling stressful situations or the problems of my life.	3	1	0
3. I read and follow the label directions when using prescription and over-the-counter drugs.	3	1	0

Your Alcohol & Drugs score: ________

Safety

1. I wear a seat belt while riding in a car.	2	1	0
2. I avoid driving or getting in a car with someone else who is driving under the influence of alcohol and other drugs.	2	1	0
3. I obey the traffic rules and observe the speed limit when driving or ask others to do so when I am driving in a car with them.	2	1	0
4. I am careful when using potentially harmful products or substances (such as household cleaners, poisons, and electrical devices.)	2	1	0
5. I avoid smoking in bed.	2	1	0

Your Safety score: ________

Tobacco Use

1. I avoid smoking cigarettes.	3	1	0
2. I do not use smokeless tobacco, smoke a pipe or smoke cigars.	3	1	0
3. I avoid areas where others are smoking.	3	1	0

Your Tobacco Use score: ________

Your Health Score:

Make sure you have figured your score for each of the six sections. Use the following scale for assessing each section.

Tobacco Use	Alcohol & Drug Use	Eating Habits	Exercise & Fitness	Stress Control	Safety
10	10	10	10	10	10
9	9	9	9	9	9
8	8	8	8	8	8
7	7	7	7	7	7
6	6	6	6	6	6
5	5	5	5	5	5
4	4	4	4	4	4
3	3	3	3	3	3
2	2	2	2	2	2
1	1	1	1	1	1

Interpreting Your Scores

Scores of 9 or 10 are excellent. You are putting your knowledge to work for you by practicing good health habits.

Scores of 6-8 indicate your health practices in this particular area are good but there is room for improvement.

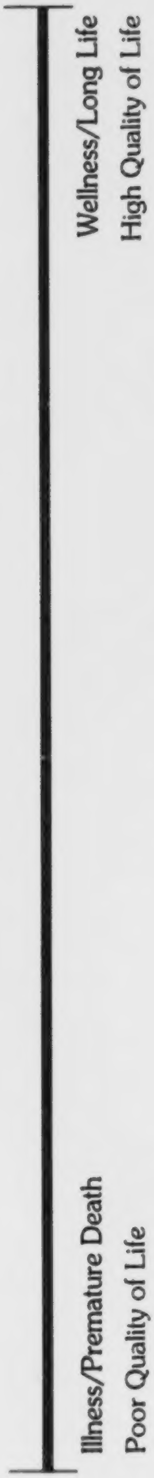
Scores of 3-5 mean you are putting your health at risk.

Scores of 0-2 mean you may be taking serious, unnecessary risks with your health.

Activity Sheet

Name ______________________________

Health Continuum


Wellness/Long Life
High Quality of Life
Illness/Premature Death
Poor Quality of Life

Unit 2
Developing Effective Communication Skills

Practical Problem:

How do I build and maintain respectful relationships?

Competencies:

Identify characteristics of a respectful relationship. (PS/B-1)

Demonstrate effective communication skills. (PS/B-2)

Examine the consequences of actions for self and others. (PS/B-3)

Apply conflict resolution techniques when needed for consensus. (PS/B-4)

Enabling Objectives for Mastery:

1. Analyze techniques to improve communication skills.
2. Review conflict management strategies.
3. Examine the outcome of "right" and "wrong" decisions.

Teacher Background Information

Rationale

For families to be strong, the members must communicate effectively and with respect. Individuals must be able to express feelings, show concern and empathize with others. Managing conflict also is a critical skill in maintaining harmony among family members and others.

Effective communication skills are learned– no one is born with them. Therefore, anyone can learn these skills through practice and patience. Effective communication skills are the foundation on which respectful relationships are built.

A respectful relationship is based on trust, confidence, concern and support. A respectful relationship includes compromise and accountability. Each person must be responsive and sensitive to the others in the relationship.

An individual's beliefs about what is right or wrong have a profound effect on decision-making. Determining right from wrong and understanding the consequences of a decision are necessary for a person to be able to participate in a respectful relationship. If there is no thought or no regard for the outcome of the person's actions, then that person is not likely to be supportive, compassionate or trustworthy.

Background

To become strong family members, individuals must be caring, honest and compassionate communicators. No one is born with these skills–they are learned. Some people learn only enough communication skills to get by– they never become effective.

Communication is a process that involves sending messages, receiving messages and providing feedback. No response is a type of feedback; it demonstrates a lack of concern for the person sending the message and is not acceptable in a respectful relationship. There are several opportunities for a message to get lost, be misunderstood or ignored. Communication can be verbal or nonverbal, which also adds to a message's ability to be lost or misunderstood.

Verbal Communication

Communication includes speaking clearly and honestly, listening actively and providing feedback. Each person in a respectful relationship takes turns in the roles of speaker and listener. The speaker in a respectful relationship uses I-messages in describing feelings, thoughts, observations and emotions. I-messages are not as threatening or intimidating as you-messages. For example, "I feel that my opinion is not important to you when you make decisions without discussing them with me," is not as intimidating to the listener as, "You never consider my opinion when you make decisions." I-statements might begin as, "I will...," "I see...," "I think...," "I want...," or "I feel..." I-statements express the speaker's point of view while recognizing and respecting that the listener may have a different opinion.

Listening actively can be as difficult as speaking respectfully. There are a number of poor listening habits which can cause communication to break down and respectful relationships to suffer. Active listening involves being quiet while the other person is talking, watching the speaker's nonverbal communications (looking the speaker in the eye and providing undivided attention), and being considerate of the speaker's feelings and point of view.

Sometimes the speaker is clear, concise and honest, and the listener is paying attention and concerned. Yet, the message is still misunderstood. Communication can be thought of as a formula:

Speaking Respectfully + Listening Actively = Understanding

There are several techniques the active listener can use to clarify the message to help avoid misunderstanding. The first technique is for the listener to ask for clarification. The listener can use a statement such as, "As I understand what you're saying, you..."

Another technique is for the listener to restate or rephrase the message. This shows the speaker that the listener is paying attention. For example, the speaker says, "I am frustrated with having to pick up dishes scattered throughout the house every night." The active listener could reflect on what was said and rephrase the statement by saying, "You feel that I could do more to help out with picking up dishes around the house." This allows both individuals to know if they are on the same track.

A third listening technique is to summarize the conversation. This is especially useful if the speaker has gotten off track or rambled in presenting a complicated message. The listener might say, "Let me see if I have this straight."

Nonverbal Communication

Nonverbal communication is everything about the message that is not spoken. It includes posture, eye contact, facial expression, etc. Nonverbal communication differs from verbal communication in three major ways. First, verbal communication has a distinct beginning and end. Nonverbal communication is continuous. Second, verbal symbols, words, come to us one at a time and in sequence. Nonverbal symbols may be seen, heard, felt, smelled and tasted all at once. Third, verbal messages are sent consciously; thought is given to what is going to be said. Nonverbal messages, on the other hand, may be sent unconsciously. For example, a yawn by the listener may indicate boredom to the speaker, even though the listener is interested and actively listening to the speaker.

Communication Roadblocks

Effective communication can be stopped short with roadblocks. Refer to the **Roadblocks to Good Communication** Fact Sheet for examples. Roadblocks may be used by someone who is uncomfortable with the conversation, impatient in getting to the point, or insecure in the relationship among other reasons. Try to recognize why the person is using a roadblock and deal with that problem first. Effective communication requires willing participants. One person cannot do it alone.

Conflict Resolution

Family members share a close environment and limited resources. Conflict can occur even in respectful relationships. Therefore, it is important to understand conflict resolution techniques that can help resolve the conflict and maintain the relationship. Managing and resolving conflict is an integral part of the next unit, *Learning to SEARCH for Solutions to Practical Problems*. However, the basic steps are included here because open communication is the key to resolving conflicts. Caring, respectful relationships must be established so that conflicts can be considered from the perspectives of everyone involved. One-size-fits-all solutions do not exist in respectful relationships.

Refer to the **Steps for Managing Conflict** Fact Sheet and the **Identify Your Conflict Management Style** Activity Sheet for more information on dealing with conflicts.

References

Future Homemakers of America, Inc. *Families First*. Reston, VA.: Future Homemakers of America, Inc. 1996.

Johnson, Leona. *Strengthening Family and Self*. South Holland, IL: Goodheart-Wilcox Company, Inc. 1994.

Ulrich-Hagner, Linda, Margaret Andrews and Mary Stang-Cooke. *Decisions in Action*. 2nd ed. Cincinnati: South-Western Publishing Co. 1990.

Learning Activities

1. **Analyze techniques to improve communication skills.**

    a. Describe the communication problems and possible feelings of each person in the following situations.

    (1) Jada works hard to maintain her position as first chair in the flute section of the concert band. She is a good student and usually makes the honor roll. Her parents do not allow her to go out of the house after 11:00 pm on school nights. A professional concert flutist will be in concert in a nearby town next Wednesday, and Jada really wants to hear the performance. When Jada asks her father for permission to attend the concert, he says no without even looking up from the evening newspaper. Jada bursts into tears. She screams, "You never allow me to do anything." And she runs to her room and slams the door.

    (2) Carlos and Rita have been dating for eight months and enjoy each other's company. They do many things together and share the same interests. The one interest they do not share is hockey. Carlos loves watching hockey games. Rita doesn't understand the sport and doesn't enjoy watching the games. Whenever Carlos invites her to go to a game with him, Rita suggests they do something else. Carlos understands that Rita isn't a fan, so he invites three of his other friends to go to a game this weekend.

Rita gets angry because he wants to spend time at a hockey game with other friends rather than go out to dinner with her. She accuses Carlos of not really caring about her or he would rather be with her than watch hockey. Carlos yells back that she would go to the game with him, if she had any concern for his feelings.

(3) Justin and Tyler have been great friends for as long as they can remember. They are both starters on the varsity basketball team and they live in the same neighborhood. They hang out together most of the time in school and after school. Justin has his own car and he never really minds Tyler riding to school, ball practice, etc. However, Tyler is frequently running late. Justin often has to wait at Tyler's house for 10-15 minutes for Tyler to finish getting ready or wait after school for Tyler to finish talking to friends, etc. Justin sometimes jokes that if Tyler doesn't get moving he will just leave him. Today, Justin decides to teach Tyler a lesson and he leaves after school without waiting. Tyler must call his mother at work to pick him up and take him home. When Tyler gets home he calls Justin. Tyler says, "I can't believe you ran out on me. I was only five minutes late. I guess we are not friends after all. All I want is for you to return my CDs. After that, you don't need to speak to me ever again."

(4) Ellen and Jenny are sisters. They both provide occasional baby-sitting services for several local families. Ellen usually baby-sits Mrs. Carter's twins on Thursday evenings while Mrs. Carter teaches a sewing class at the local fabric shop. Jenny takes piano lessons on Thursday evenings so she is usually not available. This week Jenny's piano teacher is out of town and Ellen needs to work on a research paper at the library. Ellen asks Jenny to substitute baby-sit for her and Jenny agrees. However, at lunch on Thursday several friends ask Jenny to join them to prepare for a class project due in a couple of weeks. Jenny decides that baby-sitting the Carter twins is really not her responsibility because Ellen is their regular sitter. Jenny agrees to meet her friends and she puts a note on Ellen's locker at school telling her that she will not be able to baby-sit, but she doesn't tell Mrs. Carter about her change in plans. After school, Ellen goes straight to the library to work on her research paper and does not see the note on her locker. Mrs. Carter waits at home for the baby-sitter to show up. Finally, she calls the girls' house to find out about the delay. No one there knows where to find Ellen or Jenny. Mrs. Carter is forced to call the owner of the fabric store and cancel the sewing class at the last minute. Mrs. Carter is angry and hires another local teen to be her full-time sitter for Thursday evenings. Ellen is angry with Jenny for costing her this job. Jenny doesn't think everyone should blame her, she was just a substitute sitter.

Discussion Topics

Describe how each person is likely to feel at the end of the conversation.

Without taking either side, describe the behavior of each person and the way that behavior influences the other person's response.

What were the consequences that resulted from each person's actions? Suggest the next step each person should take to reopen the lines of communication in a respectful manner.

Can you identify any roadblocks to communication? Who created the roadblock? How? How can the roadblock be removed? Who should remove it?

Explain why you think each situation developed.

b. Keep a journal or log for two or three days to document all of the roadblocks to communication and "you-statements" you hear. Write down the verbal, and nonverbal messages you observe. At the end of the exercise suggest positive, respectful "I-statements" that could be substituted.

33

c. Break into groups of two and take turns role playing each person in one of the situations described above. Use communication skills to create respectful relationships and demonstrate caring concern for the other person. Don't try to judge who is right or wrong. Accept that each person has an opinion and work to achieve understanding through open, honest communication. Select one group for each situation and conduct the role play for the whole class.

Discussion Topics

In what ways are each of the communication problems similar?

Which communication strategies made the problem worse? Better?

Did each person demonstrate concern for the other person's view? Explain.

Were I-messages used effectively?

What issues or emotions created the communication problem? How were the issues or emotions addressed in a caring, respectful way?

What nonverbal cues did you observe?

d. Use the **Roadblocks to Good Communication** Fact Sheet as a discussion starter. List other examples of statements you often hear for each roadblock.

2. Review conflict management strategies.

a. Talk with your parents about the type of relationship they had with their parents. How were problems resolved then? You may want to view the video *Power of Choice - Communicating with Parents*. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 62.

b. **FCCLA Activity**. Organize a panel discussion made up of professionals who can provide information or assistance when someone doesn't know where to turn for help in making a decision. Develop a resource brochure with phone numbers and contact information. Panelist might include clergy, counselors, social workers, financial counselors, family mediators, etc.

3. Examine the outcome of "right" and "wrong" decisions.

a. Determine the meaning of each of the terms listed on the **Definitions** Activity Sheet as you will use them throughout this class.

Discussion Topics

Do you think there is always a right or wrong answer to a practical problem? Explain.

What information must you have to make decisions that affect others?

Who can you turn to for help with these decisions?

b. Work in small cooperative groups. Read about current events in the newspapers or news magazines. Identify a story based on an ethical problem. Make an informational poster that reproduces the article and includes a description of the problem. Add graphic elements to create visual interest. For example, select an article about the death of Princess Diana that discusses the ethical issues of the behavior of the media. The poster does not need to answer the right or wrong question, rather it should present all aspects of the issue for consideration. Other good examples of how one person's actions affect others are often featured in celebrity news, sports stories, human interest articles and political news.

Discussion Topics

What is the ethical issue in question?

List as many possible solutions or actions as you can. Don't decide which solutions are "right" or "wrong," just list the alternatives that might be selected.

How would a person's values affect which solution they chose?

Can a "right" answer for one person be the "wrong" answer for another? Explain.

c. Decision-making when ethical problems are involved often brings up the image of the devil sitting on one shoulder and an angel on the other shoulder trying to influence your action. These are decisions based on conscience and values. Work in cooperative groups of three. Select one of the issues identified in Learning Activity 3(b). Role play one person as the central character facing the decision; one person as the angel urging strength in your beliefs; and the third group member taking the devil's role listing all the benefits of taking the easy way out.

Discussion Topics

Is it easier to do the "right" thing or the "wrong" thing in this issue? Explain.

Who is hurt by the action if the "right" decision is made? Who might suffer if you take the easy way out?

Who can you turn to for support or guidance in making this decision?

How would you feel if your boss/parent/friend read about it in the newspaper?

How would you explain your reasoning for the choice you made?

Assessment

Paper and Pencil

1. **FCCLA Activity.** Use the *Families First* workbook for instructions on creating a **Family Council and Family Communication Contract**. This might be expanded into a *Power of One* project.

Classroom Experiences

1. Create a classroom bulletin board identifying common ethical decisions teens face such as lying, stealing, cheating, etc. Identify resources for help, guidance or support in facing these issues. *(Bulletin boards might be based on books/movies, current newspaper articles, historical events, or hypothetical situations teens might face, etc.)*

Application to Real-Life Settings

1. Volunteer for one of the community agencies providing assistance to teens. Talk with teens who have faced difficult decisions and consider the consequences of their actions.
2. **FCCLA Activity.** Develop a workshop to teach families about conflict management skills. Ask local experts to teach youth and parents family coping skills, communication skills and conflict management techniques.

Roadblocks to Good Communication

Some types of behavior can prevent people from communicating and building strong, caring relationships. The following are a few examples of statements or comments that illustrate barriers to good communication.

1. Blame

   "You never want me to have fun with my friends."

2. Insults

   "It was your stupid idea to come to this restaurant."

3. Put Downs

   "When are you ever going to grow up?"

4. Interruptions

   "Can this wait until after football practice?"

5. Sarcasm

   "I suppose you remembered my birthday all by yourself?"

6. Commands

   "I'm not asking you for your opinion, I'm telling you what I've decided."

7. Threats

   "If you want me to buy you a computer for graduation, you will speak to me in a civil tone."

8. Make Excuses

   "It's not my fault that we never have time to shop for your prom dress."

9. Create Diversions (Change the Subject)

   "I know you promise to keep your grades up if you can work part-time. I seem to remember that you promised to take care of the dog we adopted two years ago, and I always have to feed him before I leave for work."

10. Lecture

    "You may think you know what you're getting into. But the problem is more complicated than you understand. It's like the time..."

11. Judge

    "You can't wear your hair that way and expect anyone to hire you."

12. Withdrawal

    "Sure. Uh huh."

Steps for Managing Conflict

When individuals interact in a close personal relationship such as the family environment, conflict is sure to occur at times. Dealing with the conflict in a caring manner creates a win-win situation for those involved. The steps below can help you identify the win-win solution to your conflict.

1. **Take genuine interest in reaching a solution.** Select a neutral location to talk that is free from distractions or interruptions. State your commitment to working out a solution. As you begin to discuss the problem, keep the focus of the discussion on the issue. (Review the **Roadblocks to Communication** Fact Sheet to identify behavior that is counterproductive.)

2. **Alternate turns talking and listening.** State your opinion, feelings and expectations clearly. Listen without interrupting (verbally or nonverbally). Ask questions to clarify that you understand the other person's feelings. Work through this critical step until everyone agrees they understand the other perspectives.

3. **Create a list of all possible solutions.** Do not evaluate or judge any option at this time. Merely identify all possible solutions to the problem.

4. **Discuss each possible solution and the consequences.** Consider how effectively each option would solve the problem taking into account the goals and values of those involved. The goal is to identify a solution that is acceptable to everyone. One person should not cave in to satisfy another, bulldoze over others to get their way, or put up roadblocks that prevent any solution from being considered. Compromise may be one way to find a workable solution. If a mutually agreeable alternative is found, move on to the next step. If not, go to step 6.

5. **Chart your plan of action based on the solution identified above.** Determine and agree on the actions to be taken by each person involved. Question, clarify and commit to the solution.

6. **Take a break.** Set a time to resume talks and reflect on alternatives. A new solution may appear that suits everyone.

When all else fails, it may be helpful to agree to talk with a neutral party or mediator. Remember that the most important thing is to preserve the relationship. Giving in or giving up undermines the open, honest communication required for a respectful relationship. Conflict is natural but it does not have to be deadly to a relationship.

Activity Sheet

Identify Your Conflict Management Style?

Directions: Place a √ in the column that indicates how you handle conflict.	Always	Sometimes	Never
1. Avoid the person or situation	☐	☐	☐
2. Change the subject	☐	☐	☐
3. Joke about the conflict	☐	☐	☐
4. Apologize	☐	☐	☐
5. Give in and keep bad feelings about it to yourself	☐	☐	☐
6. Try to understand the other person's point of view and consider changing your mind	☐	☐	☐
7. Ask someone who isn't involved to help make a final decision	☐	☐	☐
8. Reach a compromise	☐	☐	☐
9. Pretend to agree but do what you want later	☐	☐	☐
10. Argue over the issues	☐	☐	☐
11. Pretend there isn't really a problem	☐	☐	☐
12. Get angry and scream or fight	☐	☐	☐
13. Act in ways that hide how you feel	☐	☐	☐
14. Argue over something else less important	☐	☐	☐
15. Completely take on the other person's view as if it were your own	☐	☐	☐
16. Make excuses for not dealing with the conflict	☐	☐	☐
17. Agree with the other person not to deal with the conflict	☐	☐	☐
18. Talk with the other person and arrive at a resolution	☐	☐	☐
19. Allow someone else to decide how the conflict will be resolved	☐	☐	☐
20. Harm someone or something	☐	☐	☐

Based on your responses, decide which of the conflict styles listed below describes how you handle conflict.

Avoidance: This response reflects the attitude that because conflict is bad and disruptive, those who desire to be seen as good should avoid it. More subtle ways of avoiding conflict are denial, in which angry or hurt feelings are repressed instead of expressed, and accommodation, when opponents smooth over a potential conflict by apologizing, making excuses, or adapting their behavior to fit the other person's expectations. Avoidance is represented in items: 1, 2, 3, 4, 5, 9, 12, 14, 15, 16, 17 & 19.

Aggression: The aggressive response reflects the belief that in every conflict, there must be a winner and a loser. Confronters are happy to hurl insults or threats. People whose conflict style is confrontational often base their threats on the authority or sense of power they consider rightfully theirs. Aggression is represented in items 10, 11, 13 & 20.

Problem solving: Advocates of this response see conflict as something that happens in the natural scheme of human relationships. Their concern is to arrive at a solution with which both parties are satisfied. Problem solvers frequently use compromise (in which each party gives up what is less important in order to keep what is most important) or collaboration (in which the disputants work together to explore the means by which the needs of both can be met, in a "win-win" solution). Problem solving is represented in items 6, 7, 8 & 18.

Source: Adapted from the *Family Relations Resource Guide: A Resource for Teaching the Family Relations Core Course Area of Ohio's Work and Family Life Program.* The Ohio State University. 1995.

Name ______________________________

Definitions

Compromise:

Conflict:

Consequences:

Core Beliefs:

Ethical Behavior:

Respectful Relationship:

Unit 3

SEARCH for Solutions to Solve Problems

Practical Problem:

How do I solve practical problems related to individual and family health in an ethical, respectful and responsible way?

Competency:

Demonstrate practical problem-solving skills in the areas of family and individual health. (PS/C-1)

Evaluate consequences of possible solutions for self and others concerning family and individual health situations. (PS/C-2)

Compare and contrast practical problem-solving techniques to other problem-solving strategies in the areas of family and individual health. (PS/C-3)

Propose ethical solutions to practical problems. (PS/C-4)

Enabling Objectives for Mastery:

1. Define a practical problem.
2. Define ethics and apply to solving practical problems.
3. Develop solutions for practical problems which demonstrate concern for self and others.

Background Information

Rationale

Taking care of our own health and that of our family requires the use of practical problem solving skills. Realizing there are consequences for the actions taken helps teenagers, as well as adults, to take responsibility for choices being made concerning health options.

Students must be taught to understand there may not be one right answer but, depending on the situation, their own belief system and the circumstances at the time, the choice may be different for them than someone else in their family or another person down the street. This approach also works well in making professional career choices in various health areas. There may be several options that will work for the student, and for assorted reasons, many of the choices may be right for them. When students begin to think through a situation they will make a better decision based on information gathered rather than a spur of the moment decision or a decision by default.

Decisions are made every day regarding health issues. From the time a student is awake until fast asleep at the end of the day, decisions are made as to personal body care, meal patterns and food selections, physical care and exercise, medical choices, social decisions as well as emotional choices until back safely in bed. There may also be community issues and career choices that may affect health. Using the practical problem-solving approach involves value questions that require core beliefs and rational judgments. This approach helps students to assess information more accurately and to realize there may be many possible answers. The one right answer for an individual is the one that fits into their own belief system. The student must understand the consequences of the choices and seek the choice that does not hurt them or anyone else.

If an entire knowledge perspective is being used then the student would only perceive the world through knowledge alone. There would be no belief systems and values involved in making any health decisions, thus a student may not make a decision based on the consequences but based on knowledge that could change.

References:

The Ohio State University. *Parenting Resource Guide: A Resource for Teaching the Parenting Care Course Area of Ohio's Work and Family Life Program*. Columbus, OH: 1995.

Instructional Materials Laboratory. *Child Development Resource Guide*. Columbia, MO: 1998. pages 19-25.

Walter's Papers: *The Nature of Problem Solving*. on-line data base. Feb. 14, 1996. http/www.cs.umd.edu

Merki, Mary. *Teen Health, Course 2*. Peoria, Illinois: Glencoe/McGraw-Hill-Co. 1996.

Brenneke, Judith. *Decisions, Making Personal Economic Choices*. Changing Times Educational Services and Visual Education Corp. Princeton, New Jersey: 1992.

Learning Activities

1. Define a practical problem.

a. Refer to the **SEARCH for Solutions** worksheet. As a class, write a definition for a practical problem on the board having each student add one word. Discuss each word to determine what it means in the overall definition.

b. Create a chart listing individual health issues that could be problems. Place a star beside each problem that could involve core values. Refer to *Ethical Decisions vs. Core Values* Fact Sheet to put the number beside each star to relate to each core value.

Discussion Topics

Which core values are more frequently challenged in family and individual health?

What can be done to face these challenges?

Identify some possible resources that can offer information and alternatives when the various types of problems occur.

c. Consider this practical problem:

Samantha's alarm does not wake her up for school. She must be at school by 8:30 AM or she will get a third tardy or miss the entire day for a fourth absence. The bus goes by the house within 20 minutes, an acquaintance at school goes by about 30 minutes later and still usually makes it to first hour class. Sam had planned to shower, dress, eat breakfast and finish notecards for her first hour class before leaving for school.

Discussion Topics

What is the practical problem?

Which core values are questioned by this problem?

Will any other individuals be affected by actions taken to solve this problem?

List all the possible solutions for this problem.

2. Define ethics and apply to solving practical problems.

a. List as many terms or phrases that use the word ethics (i.e. medical ethics, code of ethics, ethical behavior). You may want to view the video *Business Ethics*. The video is available from the Missouri Resource Center for Career and Technology Education item #BE video 90.

Discussion Topics

What do these terms have in common? (The terms relate to actions while belief systems define thoughts.)

How would someone's values affect their ethical actions? (e.g, it's not wrong unless you get caught!)

b. Break into small groups and have each group develop a definition of ethics using a posterboard for their thoughts. Each group can write, draw or decorate. The only requirement the poster must have is a definition for ethics somewhere on it. Present the poster to the rest of the class.

c. Consider this problem:

Nick is upset because Mrs. Gephart gave him a D on his last Social Studies test. He thought he deserved a better grade but he doesn't like to study. His friend Thomas sits next to him in class. Thomas has been getting A's all year. Another test is coming up, Thomas says he will let Nick copy the answers from his paper when Mrs. Gephart isn't looking. Nick really wants to get a good grade.

Discussion Topics

Are there any ethics being challenged here? If so, which ones? (honesty, accountability, fairness, loyalty, integrity, pursuit of excellence, respect for others, promise keeping and responsible citizenship)

Which boy is compromising ethics? Why?

Which ethics would be less important than others in this problem?

3. Develop solutions for practical problems which demonstrate concern for self and others.

a. Work as a class on problem 1(c) in Learning Activities above to complete the handout **SEARCH for Solutions** Activity Sheet. Remember to use your own values and core beliefs in a caring and respectful manner.

Teacher's Note: Students need to take notes to have as a reference for later.

To ensure students' understanding, have them list the methods people may use to make decisions and how successful these methods are in actually solving problems.

Some examples may include:

Avoidance-ignoring a problem and hoping it will go away.

Experience-what turned out well before should do the same again.

Habit-making the same decision under the same circumstances without considering if it is the best decision.

Denial-pretending there is no problem.

Impulse-acting on the first idea that comes to mind.

Analysis paralysis-to research, ponder and agonize until its too late to matter.

Cinderella Syndrome-believing the Fairy Godmother will magically solve the problem if you wait and wish.

Delegation-to let someone else solve the problem.

Rational review (practical problem solving)-to consider all alternatives, consequences and effects on oneself and others before making a decision.

b. Use problem 2(c) in Learning Activities. In small groups use the **SEARCH for Solutions** Activity Sheet and propose a solution. Each group presents its steps to solve this problem.

Assessment

Paper and Pencil

1. Keep a journal for three days describing any practical problems that you faced during this time. Write by each item the method used to solve the problem.

Classroom Activities

1. Review the posters from 2(b) and revise if necessary. Give a formal presentation to the class defending your ideas of ethics. Develop a scoring guide for individual members of each group to set standards for finished products.

Application to Real-Life Settings

1. **FCCLA Activity**. Divide into small groups and have each group create a one minute public service announcement to be aired on a school broadcast or a local radio station regarding the need for ethics. The one minute spot will be audio-recorded. This can be used as a *Families First Project*.

Ethical Decisions vs. Core Beliefs

Although individuals value wants and needs differently, core beliefs are shared by everyone in a group or community. Ethical decisions that place you in a difficult position typically challenge one or more of the following 10 core beliefs:

1. Caring - treating people with concern and respect
2. Honesty - being truthful and not deceiving or distorting information
3. Accountability - accepting responsibility for decisions and consequences for actions
4. Fairness - being open-minded and unbiased
5. Loyalty - being faithful and honest in dealings with others
6. Integrity - using independent judgment and avoiding conflicts of interest
7. Pursuit of Excellence - striving to achieve potential
8. Respect for Others - recognizing the rights of others to privacy; includes being courteous, prompt and decent
9. Promise Keeping - being reliable and following through to maintain expectations of performance
10. Responsible Citizenship - actions should be in accordance with society's values

State the Practical Problem	A practical problem often is: • Poorly structured (it is not a neat, clean, clear problem) • Involves conflicting values • Involves taking action that will affect others • Lacks vital information on first encounter • Subject to change with elaboration • Gray or may have no "right" answer	What is the problem? What are the various aspects of the problem that make the solution difficult to determine? Who is involved in the problem? Who is affected by any solution? What is likely to happen if I do nothing? What do I want the outcome to be?
Examine the facts, values & people involved	This can be considered the research phase where all facts are determined and the need for additional information is itemized. Individuals will differ on their responses at this step. Understanding the role values play in decision making is important at this point.	What facts do I need? Where is the information available? Who can I turn to for guidance? What values are in conflict?
Analyze the options	This is like standing at a crossroads with several paths to be considered. Long-term and short-term consequences are important, as well as the impact on self and others. Determine the trade-off for each option.	What are my options? What are the short-term results for each action?...Long-term consequences for each? How will each outcome affect me? ...Affect others I care about?
Review the options & select the best choice	The steps above are thinking steps. This is the first action step. *Every* option is an action— even doing nothing has a consequence and is a possible response. This is the stage where every option is placed on a balance with its likely consequences.	Which option best reflects my values *and* solves the problem? Which option(s) am I unable to live with? Which option do I choose?
Chart & start an action plan	With all of the facts stated, rated and weighted, all that remains is to take action. A solution must be planned and implemented. You have decided what you are going to do and how you will do it.	What skills do I need for the action? What resources do I have? Need? What barriers might prevent me from taking this action? How do I organize my actions?
Highlight the outcome	The evaluation process is critical in determining if you did the right thing after all. It also helps to review what you learned from the experience and how this knowledge can be applied to similar problems in the future.	Did this choice solve the problem? Did this choice create additional problems? Would you apply this choice again? What did you learn from this?

SEARCH for Solutions

The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:	FACTS:	CONSIDERATIONS:

Analyze options or alternatives.

POSSIBLE SOLUTIONS:	POSSIBLE CONSEQUENCES:	EXPECTED OUTCOME:

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice.

Defend your solution's: *Relevance to the problem*
Ethical base (positive long-term effects on all involved)
Ability to resolve the problem
Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Unit 4

Taking On a Leadership Role

Practical Problem:

How do I develop the knowledge and skills necessary to take on leadership roles?

Competencies:

Define the roles of a responsible family member and citizen. (PS/D-1)

Demonstrate positive leadership skills. (PS/D-2)

Compare and contrast the duties of a responsible family member and citizen. (PS/D-3)

Enabling Objectives for Mastery:

1. Describe the meaning of accountability for ones decisions and actions.
2. Determine the characteristics of a leader.
3. Apply the meaning of responsibility to family and community.

Teacher Background Information

Rationale

Leadership is basically showing others the direction to follow. Leaders set examples and influence others. Leaders identify problems and take charge using problem-solving techniques. At times leaders must spend some of their time being a follower. People will often change when the problem is different. Different people will have different ideas and knowledge. Leadership will often change as the situation changes. Leadership is no longer one person in charge.

Individuals are not born with leadership characteristics, but are shaped and inspired by their surroundings.

In today's business industry, corporations are providing leadership training for their executives. It is imperative that individuals work together as a team to solve problems.

Students need to identify positive leadership characteristics in order to improve their personal leadership skills.

Background

"Leadership is action, not position." Donald H. McGannon

Leadership is responsibility, action and contribution to your school and community.

Leadership occurs in many different ways. There are different kinds of leadership. They are:

- Leadership of the moment.
- Community leadership.
- Trail-blazing leadership.
- Leadership by example.
- Job leadership.

Leaders of the moment are people who take charge. Leadership may be based on the persons knowledge of the current event and/or skills needed to manage the event.

Leadership by example is being a role model for others. You become a leader through everyday actions and decisions.

Community leadership requires you to be involved in community activities. A leader in the community has a clear picture of what needs to be done and the steps necessary to carry out the task. Communication skills are important in community involvement. A leader needs to be clearly understood and have skills in public speaking.

Employers today look for potential employees who have organizational, effective communication, self-discipline, and problem-solving skills. Leadership qualities lead to advancement in career choices.

Trail-blazing leadership occurs when a person takes the initiative to invent a new product or become an entrepreneur. This type of leadership is important to the advancement in technology and the economy.

Leaders motivate the team to get the job done and keep the team members working together. Maintaining good communication between team members builds mutual respect.

Refer to the **Qualities of a Good Leader** and **Quotes for Leaders** Fact Sheets for more information.

Learning Activities

1. Describe the meaning of accountability for one's decisions and actions.

a. Make a timeline of the most important choices you will face during your lifetime. Show the ages at which you think you'll be making those choices. Illustrate your timeline.

b. Brainstorm a list of choices made by teens. Identify three possible consequences for each choice.

Discussion Topics

Can a person demonstrate good leadership skills if they do not hold themselves accountable for daily decisions and actions?

What is a person actually doing when they say to someone, "It's your fault," or "You made me do that"?

Why do decisions makers tend to make good leaders?

What would you do if you were a member of a group and the leader directed the group toward an action or decision that you felt was ethically wrong?

2. Determine the characteristics of a leader.

a. Develop a jigsaw puzzle using leadership quotation parts. Write the quote on one index card, decorate the card, and then cut it into two parts. Put all pieces into a fish bowl for students to draw out cards. Pair with the person who completes your quote.

b. In teams established in Learning Activity 2(a) above, research a past or present leader. (Susan B. Anthony, Hillary Rodham Clinton, Queen Elizabeth II, Martin Luther King Jr., Sam Walton, Bill Gates, etc.) Give an oral summary of your findings. Summary should include why the person is considered a leader.

Discussion Topics

Describe the qualities that make a good leader.

Do you think people are born with leadership qualities and characteristics? How do people develop them? Explain.

Did any of the leaders researched have common goals or visions?

How are leaders recognized for their accomplishments?

Why are leaders important to groups?

c. Complete **My Leadership Profile** Activity Sheet. On the chalkboard, list the three leadership styles identified on the handout and list the consequences of using each leadership style. Decide which leadership style would work best when working in groups in this class.

Discussion Topics

What values are reflected in each leadership style?

Which leadership style is best for your school organizations? Your family? Your community? Why?

What would happen if a leader did not act in the best interests of a group?

How can you, as a leader, know if you are acting in the best interests of a group?

3. Apply the meaning of responsibility to family and community.

a. Read the following story.

A VERY SHORT STORY

This is a story about four people named Everybody, Somebody, Anybody, and Nobody. There was an important job to be done and Everybody was sure that Somebody would do it. Anybody could have done it, but Nobody did it. Somebody got angry about that because it was Everybody's job. Everybody thought Anybody could do it. But Nobody realized that Everybody wouldn't do it. It ended up that Everybody blamed Somebody when Nobody did what Anybody could have done. Author Unknown.

Discussion Topics

What is the likelihood of this job getting done?

Is it likely that the four people had commitment and initiative?

How do the individual actions of the four people compare to members of a community working together to reach a goal?

What will happen in society if everyone acts as the four people did in the story?

Whose job was it really?

b. View the video *Introduction to the Family*. This video helps us understand the hidden dynamics of family relationships. Discuss the role family plays in nurturing individuals and preparing them to be active members of the community. The video is available from the Missouri Resource Center for Career and Technology Education item #FCS video 98.

Teacher Note: The Missouri Resource Center for Career and Technology Education loans a kit titled *Civics at Work: People, Government and a Civil Society,* item #Kit R-6. The kit includes five 15-minute videos, 1 CD ROM, 1 teacher's guide and 1 student portfolio, and Internet addresses for additional resources. This kit may be used to lead into activities focusing on leadership in the community.

Assessment

Paper and Pencil

1. Create a checklist for identifying leadership qualities at home, at school, at work, and in the community.
2. Write a biography about you and the goals you have achieved so far in life. Describe your leadership philosophy and outline your strengths and weaknesses as a leader. Explain the qualities you look for from leaders around you.

Classroom Experiences

1. **FCCLA Activity.** View the video *Setting Goals - The Road to Achievement.* Use the video as a starting point to identify one leadership goal you want to realize this year or semester. Use the FCCLA planning process to identify the goal, create a plan of action, and implement the plan. Come back to this plan at the end of the year or semester and evaluate your progress.

Activity Sheet Name ______________________________

My Leadership Profile

Various leadership styles are needed for different circumstances. Determine your leadership style and compare it to the needs of the group you are leading. Place a checkmark beside those items that describe you as a leader.

☐ 1. I work best as a leader when I make the decisions, then supervise group members as they do their jobs.

☐ 2. I like to involve other people in making decisions and deciding what the group will do.

☐ 3. I like to inspire others to make their own contribution and work independently toward the group goal.

☐ 4. I like to feel like I am in control of a group.

☐ 5. I like to cooperate with others to work toward a group goal.

☐ 6. I like to influence others to make whatever contribution they can.

☐ 7. I believe a leader should oversee others to get a job done.

☐ 8. I try to organize others, allowing them to work cooperatively.

☐ 9. I prefer to delegate the work of a group, so that each member may work independently.

☐ 10. When a conflict occurs, I prefer to select a solution that is best for all members.

☐ 11. When a conflict occurs, I prefer to negotiate a solution best for all.

☐ 12. When a conflict occurs, I prefer to influence the group, but allow each member to make their own choice.

Based on your responses to these questions, use the information below to determine your leadership style.

Leadership Styles

Director Style: The director controls and directs the group, supervising all actions and overseeing the activities of members. The result of this leadership style is group members who are largely dependent on their leader to organize the action of the group. Responses 1, 4, 7 and 10 represent this style.

Democratic Style: The democratic leader involves group members and encourages cooperation so that members work interdependently. Negotiating differences and organizing the group so that each member makes an important contribution. Responses 2, 5, 8 and 11 represent this style.

Delegator Style: A delegator inspires and influences other group members, empowering them to take action. This type of leader, however, delegates the authority to the point that members act independently of other members. Responses 3, 6, 9 and 12 represent this style.

Qualities of a Good Leader

1. Give service and time to the group. They take pride in being a part of community service programs.
2. Build leadership skills in others by giving recognition to other members. Giving credit where credit is due.
3. They listen to the ideas, problems, and concerns of others. A leader can accept positive and negative criticism. Good interpersonal skills are essential for leadership.
4. To be a leader, you must first be a manager. Leaders organize activities, projects, and tasks of the group. They are problem-solvers and direct decision-making within the group.
5. Leaders inspire others to participate and achieve. Leaders encourage other members to strive for excellence.
6. A good leader should be an active learner. They are constantly striving for self improvement and new knowledge. The best leaders are strategic thinkers.
7. Leaders are optimistic, enthusiastic and cheerful. All good leaders have clear long-term visions.
8. Leaders have integrity. They set good examples and inspire others. True leadership is indirect in the sense that others want to follow you instinctively.
9. Leaders are dependable, reliable, and have perseverence. People respect them for being punctual and honoring their commitments. Leaders take responsibility for their actions and decisions.
10. Leaders remove themselves from their comfort zone and take reasonable risks.
11. Leaders have a high self-concept and treat themselves with respect. They take care of their physical, mental and social needs.

Quotes for Leaders

Leaders aren't born; they're developed, almost completely by their own effort.

You can't lead anyone farther than you yourself have gone.

He who is able to face the music may someday lead the band.

Leadership is service, not status.

Leadership is the process of helping people do the worthwhile things they want to do.

Those who lead, follow.

He that has learned to obey will know how to command.

You can be a leader if you have the determination to develop the abilities that make a leader.

No one knows what a leader can do until he or she tries.

The ten most important two-letter words: "if it is to be, it is up to me."

The journey of a thousand miles begins with one step.

Behold the turtle: He makes progress only when he sticks his neck out.

Develop the ability to discover ability in others.

No one will believe in you unless you believe in yourself first.

Unit 1 Overview

Note: State members of the FHA/HERO career and technology student organization voted in June 1999, and the national organization voted in July 1999, to change the name to Family, Career and Community Leaders of America (FCCLA).

Practical Problem:

How do I utilize Family, Career and Community Leaders of America (FCCLA) programs to improve my leadership skills and knowledge related to family and individual health?

Competencies:

Utilize FCCLA program(s) to address family/individual health issues. (A-1)

Utilize leadership qualities and skills for problem-solving. (A-2)

Enabling Objectives for Mastery:

1. Identify FCCLA programs related to family and individual health issues.
2. Demonstrate leadership skills through family and individual health programs.
3. Implement the FCCLA planning process.

Teacher Background Information

Rationale

Co-curricular FCCLA programs are ideal ways to involve students in designing and taking ownership in their learning. By using hands-on projects and activities, students learn to accept responsibility; grow into leadership roles; develop appreciation for diversity; analyze and solve problems; improve communication skills; gain self-confidence; and build positive attitudes and habits.

Co-curricular FCCLA chapters operate within family and consumer sciences classes. Chapter members are students and the class elects officers. Meetings and work sessions are held during class with activities that relate directly to the curriculum.

This unit contains activities and information to introduce FCCLA into the classroom. Additional activities and project ideas are scattered throughout all the units of the curriculum guide.

Background

FCCLA stands for Family, Career and Community Leaders of America. This dynamic not-for-profit career and technology student organization operates at the local, regional, state, and national level to offer young people the opportunity to learn and grow. The organization focuses on important personal, family, work, and social issues. More than 250,000 young people are involved nationally, with more than 13,000 students from Missouri schools participating.

Family and consumer sciences teachers serve as FCCLA advisors. In the local chapters, members apply family and consumer sciences content information as they tackle hands-on projects and build life skills.

Advisors who have integrated FCCLA into the classroom report that student learning is deeper and self-esteem is brighter. Advisors say these projects serve students with a broad range of abilities, and reduce class preparation time. In addition, these advisors believe that FCCLA helps to move education into the 21st century.

Teacher Note: The following resources are available for purchase from the National Family, Career and Community Leaders of America, 1910 Association Dr., Reston, VA 20191-1584. Telephone 703-476-4900; Internet address http://www.fhahero.org/; or by free loan from the MRCCTE, 2 London Hall - UMC, Columbia, MO 65211-2230. Missouri Toll-free Telephone 800-392-7217 ext. 3. These are only a few of the programs available, and programs are introduced or retired periodically.

Membership Builders		
PB1	FHA/HERO Chapter Handbook	$18
PB10	FHA/HERO Starter Kit	$80
National Programs		
PB57	Families First Workbook	$15
PB58	Career Connection	$25
PB7	STAR Events Manual	$12

Career Connection

FCCLA Career Connection is a national program for use by FCCLA members and chapters. Through this program, young people complete activities that help them understand careers and career development. They then plan and carry out projects that strengthen their awareness of and skills needed for careers. Members may work on their own, or in small groups or as a chapter. Each project fits within one of the following six units:

PLUG IN to Careers- Understand work and the Career Connection Process.

SIGN ON to the Career Connection- Link personal interests, skills and goals to career clusters.

PROGRAM Career Steps- Prepare with education, leadership and work experience.

LINK UP to Jobs- Learn to find and land a job.

ACCESS SKILLS for Career Success- Practice being productive and promotable.

INTEGRATE Work and Life- Manage interconnected roles in careers, families and communities.

Families First

Families First is a peer education program. Through this program, young people plan and carry out projects that help them and their peers become strong family members and address their family-related concerns. Members may work on their own, in small groups, or as a chapter.

Each project fits within one of the following five units:

Families Today- Understand and celebrate families.

You-Me-Us- Strengthen family relationships.

Meet the Challenges- Overcome obstacles together.

Balancing Family and Career- Manage multiple responsibilities.

Parent Practice- Learn to nurture children.

Power of One

A Power of One project is an individual activity designed by the student to set and reach a personal goal. The project should relate to a subject being studied in a family and consumer sciences course. Projects must involve in-depth effort.

Each Power of One project fits in one of the following five units:

A Better You- Improve on a personal trait.

Family Ties- Get along better with family members.

Working on Working- Explore and prepare for careers.

Take the Lead- Develop leadership qualities.

Speak Out for FCCLA- Tell others about the organization.

STAR Events

STAR Events (Students Taking Action with Recognition) are competitive events in which members are recognized for proficiency and achievement in chapter and individual projects, leadership skill and occupational preparation.

This program offers individual skill development through the following activities: Cooperative-teams work to accomplish specific goals; Individualized- members work alone to accomplish specific goals; and Competitive- individual or team performance measured by an established set of criteria. Each program is designed to help members develop specific lifetime skills in character development, creative and critical thinking, interpersonal communication, practical knowledge and vocational preparation. The STAR Events program offers the following events:

Applied Technology- Recognizes participants who develop a project using technology, and show evidence of problem-solving and critical thinking.

Chapter Service Project- Recognizes chapters that develop and implement an in-depth service project.

Chapter Showcase- Recognizes chapters that develop and implement a well-balanced program of work.

Entrepreneurship- Recognizes participants who develop a plan for a small business using sound business practices.

Focus on Children- Recognizes participants who plan and conduct a child development project that has a positive impact on children.

Illustrated Talk- Recognizes participants for their ability to make a presentation about life issues.

Interpersonal Communications- Recognizes participants who develop an individual, school or community project designed to strengthen interpersonal communications and apply communication knowledge and skills to similar situations.

Job Interview- Recognizes participants who develop a portfolio, participate in an interview and communicate a personal understanding of job requirements.

Parliamentary Procedure- Recognizes chapters that develop a working knowledge of parliamentary law and the ability to conduct a business meeting.

Skills for Life- Recognizes participants who develop a "how-to" presentation that explains a life skill used to plan and/or implement a project.

Student Body

Teenagers today are often not physically fit, have poor eating habits and lack self-esteem. The teen years are an ideal time to establish lifetime health attitudes and habits. Teen-to-teen idea and information exchanges are quite successful in accomplishing changes in attitudes. Student Body gives teens the facts and incentives they need to build a healthy body both today and in the future.

Student Body Goal: Provide facts in the areas of nutrition, fitness, and self-awareness that will help teenagers make informed, responsible decisions about their health. Create a national network of young people who use teen-to-teen communication to share information. Provide teenagers with an opportunity to develop communication and leadership skills by being peer educators.

More detailed information is available from the National FCCLA office regarding all of the programs described above. Workbooks are available with descriptions of the programs, eligibility requirements, competition entry forms, project ideas, and much more.

References

Co-curricular Guide. Future Homemakers of America, Inc. Reston, VA: Taylor•McGauphy Publishing, Inc. 1994.

FHA/HERO Chapter Handbook. Future Homemakers of America, Inc. Reston, VA: Taylor•McGauphy Publishing, Inc. 1994.

Teacher Educator's Guide to FHA/HERO. Future Homemakers of America, Inc. Reston, VA.

Learning Activities

1. **Identify FCCLA programs related to family and individual health issues.**
    a. Define FCCLA and its programs by viewing the video *FHA/HERO and You Thought You Knew Us,* available from the Missouri Resource Center for Career and Technology Education item # FCS video 138. This video describes how the organization enriches students' lives. Or view the video *Future Homemakers of America! Why Not?* which is also available from Missouri Resource Center for Career and Technology Educationitem # FCS video 75. This video provides an overview of the organization.

b. Post sheets of paper from a flip chart around the room. Label each sheet with the name of the one of the FCCLA national programs (i.e., Families First, Student Body, etc.). Divide into five teams. Each team select one national program and brainstorm a list of activities you could plan and implement that would meet the criteria for that program. As a class, review all of the lists. Beside each item mark whether it could be a chapter project or an individual project or either type. Discuss how each activity might relate to family and individual health.

c. Organize a classroom chapter by electing officers, forming committees and submitting dues to the state and national offices. Review chapter bylaws and discuss why bylaws are used to govern a chapter. To learn more about starting a chapter at your school, call the Chapter Coordinator at 1-800-234-4425.

d. Review the **FCCLA Purposes** Fact Sheet. Discuss why you think each purpose is necessary. Describe any you would delete or other purposes you would add.

e. Think/Pair/Share. Think of ways FCCLA programs can benefit you; your school; and your community. Pair with another student to compare your lists. Share your ideas with the class to determine all of the benefits this organization can offer.

2. Demonstrate leadership skills through family and individual health programs.

a. Develop a list of skills that any leader must have (e.g., public speaking, taking minutes, preparing business correspondence, etc.). Review the list and discuss which skills a person might be born with and which skills can be learned. Discuss how to go about learning or improving these skills.

b. Conduct a mock business meeting such as a city council meeting, or meeting of the board of directors for a community service agency. Choose a family or individual health issue for the business meeting. Refer to the instructions in the *FHA/HERO Chapter Handbook* on page 58 for conducting a chapter meeting, and page 68 for parliamentary procedures for some suggestions and guidelines.

Discussion Topics

What is an agenda?

What are Robert's Rules of Order? How are they used in a business meeting?

What are minutes?

What can happen when people choose not to follow rules in a business meeting?

What does it mean to be "out of order"?

3. Implement the FCCLA planning process.

a. Define the leadership skills everyone needs to be an effective family member. Compare and contrast these skills to the skills needed to be an effective member of society, and to be an effective leader in the workplace. Review the Families First program and discuss how leadership skills can be learned or improved through a You-Me-Us project. Discuss how each project might focus on family and individual health topics while building leadership skills.

b. Review the **FCCLA Planning Process** and the **Planning Questions** worksheets. There are many versions of this worksheet; however, they all contain the same 5-step format. Use the worksheet in this material or a similar version in the program guides from the national office.

Discussion Topics

How is the FCCLA Planning Process for managing a project different from the SEARCH for Solutions problem-solving process? {Note: The Planning Process is a management tool for organizing ideas and the flow of work to complete a project or task; while the SEARCH for Solutions is problem-solving tool to identify options and consider consequences of multiple possibilities. If a chapter were to discuss whether to hold a fundraiser or increase dues, the members could use the SEARCH worksheet. Once they determined they did want to hold a fundraiser, they would use the Planning Process to organize the work.}

How do we "brainstorm" for ideas? Why is it important to list every idea, no matter how strange it may seem later?

What is the purpose of "Follow Up" or evaluation after the project is finished? Isn't it too late then?

c. Read about the Power of One program called Take the Lead to become familiar with the goals of the project and some of the sample project ideas. Apply each project idea to the course in family and individual health. Brainstorm a list of projects your class might develop tying family and individual health to leadership skills.

Assessment

Paper and Pencil

1. Complete the Parliamentary Procedures Crossword Puzzle worksheet included on page 74 of the FCCLA Chapter Manual.
2. Complete an **FCCLA Planning Process** worksheet for any national program you want to plan that provides for individual participation.

Classroom Activities

1. Select one chapter or team project that you would like to participate with. Plan, implement and evaluate the program.
2. Participate in FCCLA Week by choosing an activity and conducting the activity.
3. Plan and conduct a Power of One "Speak Out for FCCLA" project. Give your presentation for the class first, then make the presentation for your targeted audiences. Use a peer evaluation to revise or refine your presentation for the final audience. Part of your assessment for this activity includes your use of peer feedback to develop the final product.

Application to Real-Life Settings

1. Select and complete one STAR Event that you can relate to your personal goals. You may want to set up your own business, prepare for a job interview, or improve your public speaking skills, etc.

FCCLA Purposes

1. To provide opportunities for personal development and preparation for adult life.

2. To strengthen the function of the family as a basic unit of society.

3. To encourage democracy through cooperative action in the home and community.

4. To encourage individual and group involvement in helping achieve global cooperation and harmony.

5. To promote greater understanding between youth and adults.

6. To provide opportunities for making decisions and for assuming responsibilities.

7. To prepare for the multiple roles of men and women in today's society.

8. To promote family and consumer sciences, family and consumer sciences careers and related occupations.

Planning Questions

Planning any activity requires careful thought and preparation. Before stepping into action, be sure that you can answer the following questions.

1. WHAT are you planning to do?
2. WHY do you want to do this project?
3. WHEN and WHERE will the activity take place?
4. WHO will benefit from the project?
5. WHAT staff member(s) will need to approve the project?
6. WHAT funds are needed?
7. WHAT committees are necessary?
8. WHAT kind of publicity is needed?
9. WHO deserves a special thank you?
10. WHAT'S next? WHERE do we go from here?

Activity Sheet

Name ______________________________

FCCLA Planning Process

Identify Concerns

√ brainstorm concerns

√ evaluate listed concerns

√ narrow to one workable idea or concern

Set Your Goal

√ get a clear mental picture of what you want to accomplish

√ write it down; be specific

√ evaluate it; consider resources

Form a Plan

√ plan how to achieve goal

√ decide who, what, where, when, why and how

Act

√ carry out project

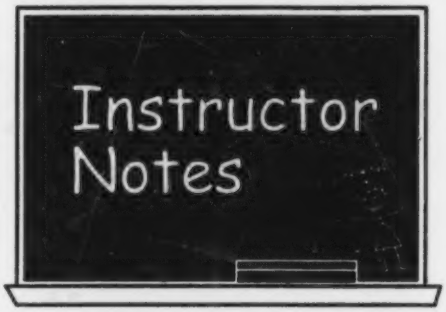
Follow Up

√ evaluate

√ thank

√ recognize

√ publicize



Facts, Figures, Resources & Ideas

FCCLA information is available from the following sources:

National FCCLA: http://www.fhahero.org
Family, Career and Community Leaders of America
1910 Association Dr.
Reston, VA 22091-1584
ph: 703-476-4900
fx: 703-860-2713

State FCCLA: http://www.dese.state.mo.us/divvoced/FHA-HERO
Missouri FCCLA
Christine Hollingsworth, State Advisor
Missouri Department of Elementary & Secondary Education
PO Box 480
Jefferson City, MO 65102-0480
ph: 573-751-7964
fx: 573-526-2004
email: cholling@mail.dese.state.mo.us

Unit 1 Overview

Practical Problem:

How do I develop and maintain individual wellness?

Competencies:

Define wellness. (B-1)

Describe lifetime fitness principles and techniques. (B-2)

Enabling Objectives:

1. Determine a definition of wellness.
2. Identify components of fitness.
3. Describe various fitness techniques.

Teacher Background Information

Rationale

Wellness is determined by individuals making lifestyle choices. Healthy lifestyles affect an individual's performance and achievement. It is important that adolescents develop the knowledge, attitudes, beliefs, and behaviors necessary to make healthy choices.

By developing individual lifelong wellness programs now, the chances of developing chronic illnesses will be decreased. Individuals can improve the quality and longevity of their lives by making positive choices.

Background

Physical fitness means having the energy and strength to perform daily activities vigorously and alertly, with energy left over to enjoy leisure activities. Exercise provides benefits to all areas of health. Exercise can help one achieve a feeling of well-being, increase energy level, control weight, reduce stress and decrease the risk of chronic disease. Physical activity goals should be emphasized when setting wellness goals.

Athletic fitness focuses on speed, power, coordination and balance, while health fitness includes body composition, flexibility, muscular strength, muscular endurance, and cardiorespiratory endurance. To be physically fit, all of the components should be included in an exercise program.

Body composition is the proportion of body fat in relation to total body weight. Body weight is composed of body fat, lean muscle, connective tissue, bone, organs, and water. The more physically fit a person is, the lower the percentage of body fat. There are three ways to measure it:

1. Pinch test: If you can grab more than one inch of flesh just above the hip bone or at the back of the upper arm you have fat to lose.
2. Skinfold calipers: One of the most popular methods of body-composition testing. It involves measuring a double thickness of subcutaneous fat at several locations throughout the body using a specially designed caliper. The skinfold method is based on assumptions that the thickness of the subcutaneous fat reflects a constant proportion of

the total fat mass and that sites selected for measurement represent the average thickness of the subcutaneous adipose tissue.

3. Underwater weighing: The objective is to find body volume, which is used with bodyweight to determine body density. The percentage of fat is calculated from body density. The underwater weighing method is based on the principle for measuring the density of an object. When a person is submerged, the difference between the weight in air (on land) and underwater equals the weight of water displaced. Through several mathematical equations, both body density, percent body fat (%BF) and fat-free mass (FFM) are determined. The density of lean tissue varies by age, gender, race, athletic conditioning and bone density, among other factors.

Flexibility is the ability to move a body part through a full range of possible motion. Flexibility means a person can bend, twist and stretch easily and that muscles will be less likely to become injured. Examples of exercises to increase flexibility include stretching, gymnastics, dance, and yoga.

Muscular strength is the ability of muscles to exert force against resistance. It is categorized into two types:

1. Static strength - how much weight you can hold in place
2. Dynamic strength - how much weight you can move

Maintaining strength is more difficult as the body ages and loses lean muscle. Examples of exercises to increase muscular strength include low repetition isotonic exercises. Isotonic exercises develop muscular strength and flexibility with repeated movements using weights. Examples of using muscular strength are carrying out the trash, opening a jar, and carrying books from class to class.

Muscular endurance is the ability of muscles to continue working over a period of time without becoming exhausted. Muscular strength can be increased by isometric exercises. Isometric exercise involves muscular strength with little or no movement of the body part. With this type of exercise, muscles use tension to build strength. People use muscular endurance to accomplish everyday tasks such as vacuuming, mowing lawns or playing sports such as tennis.

Cardiorespiratory endurance is the ability of the heart, lungs and blood vessels to distribute nutrients and oxygen to the body's tissues during long periods of extensive activity. Aerobic exercise like biking, jogging and swimming enhance cardiorespiratory endurance and performance can be measured for speed, duration and distance. Building endurance promotes higher energy levels. Aerobic exercise also burns calories and fat to keep body weight under control. A fit cardiorespiratory system lowers the risk of death from heart attack, stroke and pulmonary disease.

Exercise is generally either, aerobic or anaerobic. Anaerobic exercise is a high intensity physical activity in which the body's demand of oxygen is above the level of oxygen the body can supply. Anaerobic exercise is a short duration and high intensity effort. Anaerobic exercises may not raise the general level of fitness of the body because they do not require an increase in the body's use of oxygen. Anaerobic exercises do improve muscular strength and endurance and flexibility. Anaerobic exercise includes weight lifting, 100 meter dash, sit ups and pull ups, etc.

Aerobic exercise includes vigorous activity that uses continuous oxygen. The activity must use large muscle groups and must be maintained for a period of time. The activity needs to last at least 20 minutes. During this time heart rate increases to maximum heart rate. The frequency of the activity must be performed from 3 to 5 days a week. In the first 6 to 8 weeks of exercise, significant conditioning effects will occur. A well balanced exercise program should include a 5 minute warm-up, 20 minutes of aerobic activity and 5 minutes of cool-down.

Exercises should be chosen that are appropriate for the individual's interests and accessibility. Typically, if a person enjoys the exercise they are doing they are more likely to continue to exercise regularly. By developing good exercise habits a person can deal more effectively with problems and challenges of daily living.

Mental fitness includes activities to increase self-esteem, improve emotional resolutions and manage stress. High self-esteem is an important influence on positive health behaviors. People with high self-esteem accept themselves for who they are and take care of themselves. They form relationships with people who respect and value them. They show self-respect by taking care of their body's needs. Like your body, your mind needs regular exercise and rest.

Social fitness includes the way one gets along with others. It includes relationships with family, friends, coworkers and others. Relationships are an important part of a person's life. Relationships help meet the needs of belonging, acceptance and approval. Through relationships, individuals learn various ways to resolve conflict. People need to know how to talk to each other and work out their differences.

References:

Nutrition and Wellness Resource Guide: A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program. Columbus, OH. The Ohio State University. 1994.

Personal and Family Wellness: Family and Consumer Sciences, Kansas State Board of Education. March 1996.

Merki, Don, Ph.D. and Mary Bronson, Ph.D. *Health: A Guide to Wellness*. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Lewis, Barbara A. *What Do You Stand For?* Free Spirit Publishing Inc. 1998.

Learning Activities

1. Determine a definition of wellness.

a. Find photos in magazines of people representing one of the three areas of wellness (physical, mental, social). Example: Photo of someone jogging would be physical. Write on your note pad where you would rank the person in the photo for personal wellness. Rank between 1 - 10 with one being least well. Write one reason you selected that rating. Stand on a 1 - 10 continuum drawn on paper and placed on the floor. The continuum represents the degree of wellness for the photo and rated on the notepad. Take your note pad to the continuum. Discuss the reasons each of you selected this level on the continuum. Jot ideas down and be prepared to share.

Discussion Topics

What wellness characteristics did you consider when rating the photo?

How would you rate your personal wellness right now?

How do we evaluate wellness?

What are some other ways to evaluate wellness?

Why do people generally use only one area to evaluate wellness?

b. Write a definition for wellness. Pair with someone and share definitions. As a group, write a definition for wellness by using the ideas and findings of each group member.

Discussion Topics

How did working cooperatively affect the final definition of wellness?

How would defining wellness help identify wellness characteristics?

How would an understanding of wellness help individuals solve wellness problems?

c. Use the three dimensional pyramid pattern from the Instructor Notes on page 52 that follow in this unit. Cut out a 3-D pyramid pattern to be constructed. Label each side of the pyramid with a wellness component and description. If time allows, add color or a graphic design depicting your ideas.

2. Identify components of fitness.

a. (Jig Saw) Divide into teams. Team members number off. (Example: 1, 2, 3, 4) Each number forms a new team. (1111, 2222, etc.) New teams gather information on each component of fitness and what type of exercise affects this component. Return to your original team and teach members the new information.

Discussion Topics

What do you feel is the most important fitness component? Why?

Why should we be concerned about all areas of physical fitness?

What would be the consequence for concentrating on only one component of fitness?

How did working together affect your outcome of information?

3. Describe various fitness techniques.

a. On the board, draw a side-by-side comparison chart with headings for "Anaerobic Exercise" and "Aerobic Exercise." Write a brief description of the term under each heading. Brainstorm a separate list of types of exercise. After the list is complete, select one type of exercise and decide as a group which term applies to this type of exercise and write the name under the correct heading.

Discussion Topics

What conclusions can you draw from this information?

What steps can be taken to improve your level of fitness?

How does each type of exercise contribute to good health?

Assessment

Paper and Pencil

1. Keep a journal answering discussion topics from all of the Learning Activities in this unit.
2. Write about your wellness today. Compare your present level of wellness to the information learned in this unit. Use credible sources of information on health and wellness to predict the wellness level you can expect when you are 30, 45, 60 and 75 years old.

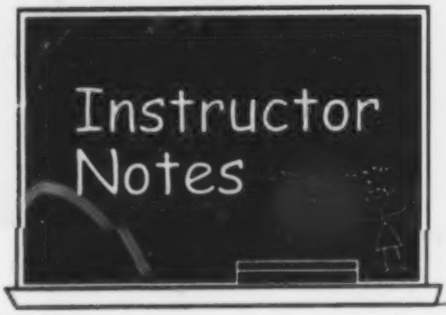
Classroom Experiences

1. **FCCLA Student Body Activity.** Create skits relating to the areas of wellness. Perform skits on various dates in the cafeteria during lunch. Generate tip sheets of the related information and handout to other students. Use the cafeteria bulletin board to distribute wellness information.

Application to Real-Life Settings

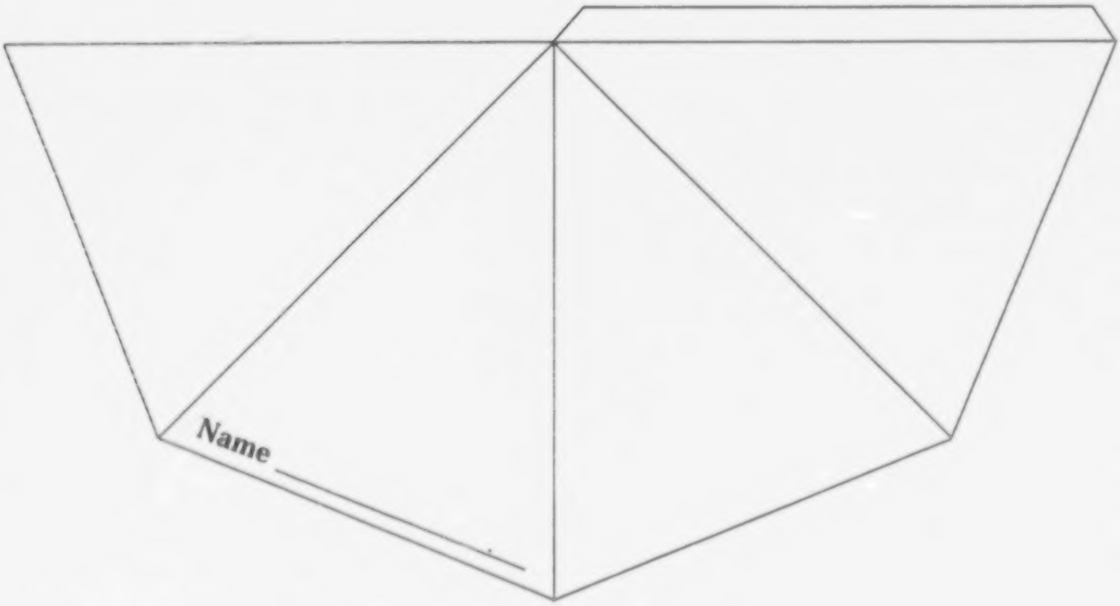
1. Plan and complete FCCLA Power of One module: *A Better You*.

Teacher Note: You may help students prepare for the project by showing the video, "Power of One - A Program for Individual Action and Recognition" Missouri Resource Center for Career and Technology Education item # FCS 13.1308 W675.


Instructor
Notes

Facts, Figures, Resources & Ideas

Use the outline of the pyramid below as a pattern for the 3-D pyramid in Learning Activity 1(c).



Unit 2 Overview

Practical Problem:

How do I evaluate and choose good habits to ensure wellness?

Competencies:

Assess personal health practices and risks. (B-3)

Create a personal wellness plan. (B-4)

Enabling Objectives:

1. Analyze effects of health practices on self.
2. Develop a wellness lifestyle plan.
3. Identify family influences on individual health.
4. Evaluate the effects of peer pressure on individual health.

Teacher Background Information

Rationale

One half of American youths aged 12-21 are not vigorously active on a regular basis. Studies report physical activity declines dramatically during adolescence. Today, when physical exercise is a choice and not a necessity, deliberate action to achieve and maintain an adequate degree of physical strength, endurance, and flexibility must be promoted as essential for healthier and happier lives for individuals and families. Teens are highly influenced by peers when it comes to making health choices. Peer pressure causes many young people to engage in unhealthy or risky behaviors to gain approval and acceptance.

Helping students recognize the long-term affects of health decisions they make today is vital. It is also necessary to provide students with information to evaluate health and wellness behaviors.

Background

The American Heart Association estimates that there are as many as 250,000 deaths per year in the United States and about 12% of those deaths are attributed to the lack of regular physical activity. Physical fitness comes from achieving and maintaining a physical exercise program along with a nutritionally balanced diet. Today, the public is overwhelmed with new research, advertisements, diet programs, books promoting the perfect diet and exercise, and a vast amount of information found through new technologies. Americans' look for a "quick fix" for long-term problems.

America's young people are a generation at risk with 25% chance that an obese preschooler will become an obese adult, and a 75% chance that obese adolescents will become obese adults. Heart disease is still the number one killer in our nation. It is clear that the best prevention for these problems and others is physical exercise and a balanced diet. Even though millions of dollars are spent every year on exercise equipment, America's youth do not exercise on a regular basis and obesity is still prevalent.

References:

Nutrition and Wellness Resource Guide: A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program. Columbus, OH: The Ohio State University. 1994

Personal and Family Wellness: Family and Consumer Sciences, Kansas State Board of Education. March 1996

Merki, Don, Ph.D. and Mary Bronson, Ph.D. *Health: A Guide to Wellness*. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Lewis, Barbara A. *What Do You Stand For?* Free Spirit Publishing Inc. 1998.

Learning Activities

1. Analyze effects of health practices on self.

a. Complete the **Wellness Survey** Activity Sheet on pages 56-57.

Discussion Topics

What parts of your life reflect healthy wellness choices?

What areas of wellness would you like to improve?

What plans can you make today to improve the areas?

What areas of wellness would you like to continue?

2. Develop a wellness lifestyle plan.

a. Review your wellness survey and set goals for each area of wellness. Record the goals on the **Wellness Planner** provided on page 58. Develop a calendar of daily activities that will help you reach your wellness goals. Add personal touches to the calendar. You are allowed two free days on the calendar; however they must be planned. You should include a physical activity everyday; either an exercise or nutrition activity. Chose between mental and social daily, but you must include activities for both weekly. Keep a journal noting how you feel about your wellness activities and share your fitness calendar with your classmates.

Discussion Topics

Which goal was the hardest to achieve? Why?

How did planning ahead affect personal wellness?

What motivational techniques did you use?

How successful do you think your calendar was in guiding your wellness choices?

What resources did you use to solve problems?

What are the consequences of using management skills with a fitness program?

How did other people affect your personal wellness plan?

b. Use the Weight Loss Planner computer software to examine various options for improving wellness. The software is available on CD ROM for Windows or Mac from the Missouri Resource Center for Career and Technology Education. Request item # FCS CD ROM 2.

3. Identify family influences on individual health.

a. Think individually about how you would complete the **Family Wellness Habits** Activity Sheet. Pair up with a team member to discuss the activities.

Discussion Topics

How are risky behaviors the same or different for other members of the class?

How do young children learn appropriate wellness behaviors?

What factors contributed to these actions (i.e., cultural background, location, your age, the ages of your family members, proximity to extended family, etc.)

4. Evaluate the effects of peer pressure on individual health.

a. Brainstorm a list of manipulation techniques used by peers (teasing, bargaining, bribing, guilt trips, threats, blackmail, praise, etc.) Use one of the techniques listed to get another student to conform to purchasing and eating fruit for lunch instead of a candy bar. Reverse roles and use a different technique. Use a variety of health issues and role play manipulation techniques.

Discussion Topics

When has peer pressure pushed you to do the right thing?

Why do you think people give in to others? How would you handle peer pressure?

What are some long-term effects of giving in to peer pressure?

b. **FCCLA Activity.** Develop a Community Service Project such as "Let Me Tell You..." The Chapter sponsors a teen parent's presentation on the physical, emotional, social effects of teen pregnancy. Outline the program, publicize the session, research presentation information to address peer pressure and health topics, and provide child care for the participants' children during the presentation.

Assessment

Paper and Pencil

1. Use the FCCLA Planning Process to select one item from each aspect of individual health listed on the **Wellness Survey** Activity Sheet that you want to change or improve. Develop a plan of action, implement your plan, set a time schedule, and then evaluate the results.
2. Complete the **Thinking It Over** worksheet on page 60 to summarize your thoughts about family influences on individual health and wellness choices.

Classroom Experiences

1. **FCCLA Activity.** Plan and implement a *Student Body* project.
2. View the video *Power of Choice - Coping With Pressures.* Work in teams of 3-4 to develop a 10-minute presentation for middle school students to explain peer pressure and its impact on individual health choices. Include a poster or other visual aid with your team's presentation.

Application to Real-Life Settings

1. Research your family health history and organize information into a chart that can be utilized when filling out medical forms in the future.
2. Plan and complete FCCLA Power of One module: *A Better You.*

Activity Sheet Name ____________________________

WELLNESS SURVEY

The following is a list of health practices to help you develop and maintain wellness. Read each of the statements below and respond by circling *yes* or *no* for each item as it relates to you.

PHYSICAL: Exercise

YES NO 1. I am more active than I am sedentary.
YES NO 2. I do at least 20 minutes of exercise three times a week.
YES NO 3. I enjoy exercise.
YES NO 4. I plan exercise programs.
YES NO 5. I stretch before I begin my exercise sessions.
YES NO 6. I cool down approximately 5 minutes after my exercise session.
YES NO 7. I know exercises to enhance endurance, flexibility, and muscular strength.
YES NO 8. I use the stairs instead of escalators or elevators when possible.
YES NO 9. I walk short distances instead of drive.
YES NO 10. I often exercise to deal with emotions.
YES NO 11. I get enough sleep (usually 7-8 hours).

PHYSICAL: Nutrition

YES NO 1. I eat a variety of foods.
YES NO 2. I eat at least six servings of breads, cereals, pastas and grains every day.
YES NO 3. I eat at least three servings of vegetables every day.
YES NO 4. I eat at least three servings of fruit every day.
YES NO 5. I eat at least two servings of meat, poultry, fish, or nuts, beans and seeds.
YES NO 6. I eat at least two servings of milk, yogurt, or cheese every day.
YES NO 7. I eat fried foods, such as french fries, sparingly.
YES NO 8. I reach for fresh fruit instead of a sweet dessert for snack.
YES NO 9. I avoid alcoholic beverages.
YES NO 10. I eat a nutritious breakfast.
YES NO 11. I avoid cigarette smoking.
YES NO 12. I drink at least eight glasses of water daily.
YES NO 13. I use the information on a food label when I select foods to purchase.
YES NO 14. I limit my intake of salt.
YES NO 15. I include foods high in fiber in my daily diet.

MENTAL:

YES NO 1. I am generally optimistic or look for the best in situations and surroundings.
YES NO 2. I feel good about myself and have confidence in myself.
YES NO 3. I have a good sense of humor and enjoy life.
YES NO 4. I can identify and solve problems.
YES NO 5. I am able to recognize my strengths.
YES NO 6. I set realistic goals.
YES NO 7. I am aware of when I am tense.
YES NO 8. I live by a set of values and know what is important.
YES NO 9. I can accept differences in other people.
YES NO 10. I am not overcome by emotions.
YES NO 11. I manage my time well.

SOCIAL:

YES NO 1. I seldom interrupt others when they are talking.
YES NO 2. I try to see others' point of view.
YES NO 3. I am dependable and punctual.
YES NO 4. I work to solve conflicts in a positive way.
YES NO 5. I ask questions if I am not sure I understood what was said.
YES NO 6. I make eye contact when talking and listening to the other person.

SCORING:

Give yourself one point for every YES answer. Read below to see how you scored.

32-43 EXCELLENT - Keep up the good work. Wellness is part of your daily life and you are able to enjoy a high level of health and vitality.

20-31 GOOD - Your wellness behavior is positive, but could still improve. Continue these practices, but review those areas to improve and set goals to accomplish the improvements.

8-19 FAIR - Though you are following some good health practices, you need to try harder to improve your habits. Note areas that need improvement and make an effort to improve these health practices.

Below 7 POOR - You are not following practices that are good for your health. Continuing to neglect your health can lead to serious illnesses and health problems. Review the statements and see where you can improve.

Wellness Planner

Physical Goal:
Mental Goal:
Social Goal:

Activity Sheet

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Name ____________

*58 *

Activity Sheet

Name ______________________________

Family Wellness Practices

Write down the activities, customs or practices you associate with each situation. When you have finished writing, pair with a team member to discuss similarities and differences.

How does where you live influence wellness?

How does your family handle conflict?

How do you handle feelings of anger?

What does your family do to observe or manage the following situations?

Birthday party:

Thanksgiving:

Deaths:

Illness:

Vacations:

Celebrations (e.g., new job, good grades, etc.):

Christmas/Hanukkah/Other winter celebration:

Anniversaries:

Valentine's Day:

Bedtime:

Free time:

Evening Activities:

Riding in a car:

Tobacco use:

Bicycle helmets:

Sunbathing (tanning):

Stress management:

Water safety:

Eating habits:

Alcohol and drugs:

What are some family rules that relate to wellness (wear your hat, don't swim after eating, etc.)

Name ______________________________

Thinking It Over

Issue/Topic for Consideration...

List one way that a family might handle conflict. Then describe how each family member might be affected or influenced in making health and wellness choices.

The Facts Say...

____
____
____
____
____
____
____

After Thinking It Over, I say...

____
____
____
____
____
____
____
____
____
____
____
____

Unit 3 Overview

Practical Problem:

How do I provide and protect good health for myself and others?

Competencies:

Analyze how the family, peers, community, and global issues influence the health of individuals. (B-5)

Analyze situations that require professional health services. (B-6)

Enabling Objectives for Mastery:

1. Identify global wellness issues.
2. Determine local wellness issues.
3. Identify aspects of health that require professional health services.
4. Compile a list of professional health services in the community.

Teacher Background Information

Rationale

Personal wellness requires the development of a personal lifestyle that includes habitual physical exercise supported by good nutrition and the avoidance of tobacco, alcohol, and drug use.

Background

Lifestyles that promote optimal health are those that include the three elements of health (physical, mental, and social). Health is not necessarily the absence of sickness or disease, but the state of total physical, mental, and social wellness. To be truly healthy an individual must work on maintaining each area. A health triangle can be used to illustrate the relationship of the three areas. It takes work to maintain all three sides of the triangle or it becomes uneven and unbalanced. A direct relationship exists between these areas. One area is not more important to develop than the other.

Physical wellness includes all parts and systems of the body. It means caring for oneself with preventive behaviors such as exercising regularly, good nutrition, adequate sleep, adequate medical care, and avoiding tobacco, alcohol and drugs.

Mental wellness involves self-acceptance, improving oneself, coping and solving problems, managing stress and expressing emotions in healthful ways.

Social wellness includes developing meaningful relationships, working within groups, receiving and giving support when needed. It is the ability to get along with others, communicate and peacefully resolve conflict.

References:

Nutrition and Wellness Resource Guide: A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program. Columbus, OH: The Ohio State University. 1994.

Personal and Family Wellness: Family and Consumer Sciences, Kansas State Board of Education. March 1996.

Merki, Don, Ph.D. and Mary Bronson, Ph.D. *Health: A Guide to Wellness*. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Lewis, Barbara A. *What Do You Stand For?* Free Spirit Publishing Inc. 1998.

Learning Activities

1. **Identify global wellness issues.**
   a. Bring in a clipping from a current newspaper that features a global wellness concern. Read the article in class and discuss how the issue occurred, who is impacted and who can lead the way to a solution.
   b. **FCCLA Activity.** Develop a "Power of One" presentation focusing on careers or professionals who work with global wellness issues. Create career profiles of individuals who devote themselves to global wellness. Compile a notebook of profiles.
2. **Determine local wellness issues.**
   a. Divide into teams and use round table discussions to generate wellness issues that affect the world. Divide a pad of sticky notes among team members. Write an issue on a sticky note and initial the note. Categorize each issue as physical, mental or social by placing each sticky note onto labeled posters or chalkboard. Using the sticky notes, ask one team member to make a list on newsprint of local wellness issues. Create a compare/ contrast chart for global and local wellness issues.

   Discussion Topics:

   Do many countries share the same wellness concerns?

   What are some ways countries are trying to deal with wellness issues?

   What criteria did you use to determine which were local wellness issues?

   What is being done locally about wellness issues?

   What can you do to contribute to the solution of a wellness issue?

   How could problem-solving help address local wellness issues?
3. **Identify aspects of health that require professional health services.**
   a. (Yarn Web) Stand in a large circle. Think about health problems that require professional health services. Generate more than one problem. Holding a ball of yarn, state a health issue that requires professional services, then toss the yarn ball to another student for their health issue. This should create a web in the middle of the circle. As the choices become narrower, it is a good idea to let other students help brainstorm for ideas.

4. Compile a list of professional health services in the community.

a. Follow up on Learning Activity 10(a.) above. "Web out" of the yarn web by giving examples of professional health services in the community. The yarn ball must go back in the same order to web out.

Assessment

Paper and Pencil

1. Research the topic or interview someone who provides professional health services. Possibilities might include a dietitian, personal trainer, family counselor, or physical therapist. Write a report based on the theme, *A Day in the Life of...*" Include information about the types of health services provided, how individuals learn about or locate this professional, and myths or misunderstandings that the average person might have of this service provider.
2. Complete the **Thinking It Over** worksheet on page 64 with your thoughts on the need for one type of health service for your community.

Classroom Experiences

1. Invite community health service providers to be panelists talking about what types of services they provide and how. Divide into groups to take responsibility for the planning, implementation and follow-up for the panel discussion. Plan the panel presentation, invite guest speakers, write an outline of topics to address and sample questions for the speakers to cover. Then send thank you letters as a follow-up after the panel presentation.

Name ______________________________

Thinking It Over

Issue/Topic for Consideration…

List one type of health service needed in your community and define why it is needed under The Facts Say… After thinking it over, define what type of professional you think would be best suited to providing this service and why.

The Facts Say…

____
____
____
____
____
____
____

After Thinking It Over, I say…

____
____
____
____
____
____
____
____
____
____
____
____

Unit 1 Overview

Practical Problem:

How do I integrate knowledge of body systems and environmental influences to make decisions about individual and family health and wellness?

Competencies:

Describe functions of body systems including circulatory, digestive, reproductive, and skeletal. (C-1)

Identify demographic changes that influence family health systems. (C-2)

Analyze how family and cultural diversity impact health. (C-3)

Defend a position on ethical, legal, and environmental issues impacting health systems. (C-4)

Enabling Objectives for Mastery:

1. List key components of the individual body systems and explain their functions.
2. Describe how change in any sector of the family environment can influence the family system.
3. Explain how culture and ethnic heritage affects individual, and family health.
4. Identify the difficulties involved in making ethical decisions regarding health.

Teacher Background Information

Rationale

A system can be defined as individual parts that work together to perform complex functions. What affects individual parts of the system will affect other parts, and eventually the functioning of the whole system. In order to live and have effective, productive lives, humans depend on the healthy functioning of both body and social systems.

Social systems include family, peers, local, and global community. Body systems are interrelated parts that work together to perform specific functions within the body. Systems are the most complex units that make up the body. The functioning of these body systems is influenced by daily activities and environments. Understanding how systems work and the interrelationship between each body system and the social systems will help families and individuals evaluate and structure their own lives in order to promote wellness.

Ethical, legal, and environmental issues related to health are at the forefront of current issues. Cloning, organ and tissue harvesting, health legislations, the development of new drug therapies and pollution's impact on health are being debated and discussed in countless public forums. How societies deal with these and other current health issues will ultimately affect the health of individuals in society.

Background

The body has 11 major organ systems that together perform the complex functions necessary for life. Organ systems are the largest, most complex structural units of the body. These 11 systems are: integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, respiratory, digestive, urinary and reproductive. Each system is comprised of separate but interdependent parts. Knowledge of the individual organs and how they are organized into systems is meaningful in understanding how the body works, and how particular systems function as units in the body. This knowledge is meaningful in making daily decisions regarding health activities and behaviors. Refer to the **Organ Systems** Fact Sheets for details on the 11 systems. Social systems play a critical role in human health and well being. The interdependence of these systems becomes obvious as we investigate the functions and roles of each social system.

In addition to the body systems, social systems play a critical role in human health. The concept of social systems is like peeling the layers of an onion. As you lift one layer of the social system and analyze its role in human health there is another system beneath that has its own unique role. A central core to the idea of social system is the family. This system is made up of individuals who have formed an emotional bond. Beyond this system are peers, community and religious organizations, and then the governments that create the legal systems that influence the functions of other social systems. Social systems play a critical role in human health and well being. The interdependence of these systems becomes obvious as we investigate the functions and roles of each social system. Urie Bronfenbrenner describes social systems as a group of concentric circles with a bidirectional connection or link between each circle. Bronfenbrenner's ecological approach to studying human development has transformed the ways many social and behavioral scientists approach human beings and their environments. Bronfenbrenner is a professor emeritus of Human Development and Psychology at Cornell University. Refer to the Fact Sheet of **Bronfenbrenner's Model** for a description.

Family structure and living conditions, death, peer relationships, laws, medical knowledge, and social conditions such as violence and poverty all influence individual and family health. As change occurs in each of these areas, health may be affected. Change within and outside the family may affect both individual and family health. It is important to consider that although individuals and families may be challenged by events such as serious illness, divorce, job loss, or change in family residence, families can and do cope and may actually grow stronger as a result of such change. Communication and coping strategies are critical in successfully adapting to change stresses and maintaining a healthful lifestyle.

In the study of health, understanding and respecting the varied ways in which different cultural and ethnic groups view health related issues is significant. Any given group of students will have a variety of cultural backgrounds and perhaps cultural biases regarding health issues. Sensitivity to this fact will provide for meaningful exchanges between students as well as between teacher and students.

References:

Patton, Kevin T., and Gary A. Thibodeau. *The Human Body in Health and Disease*. St. Louis: Mosby-Year Book, Inc. 1992.

California Department of Education. *Health Frameworks California Public Schools Kindergarten Through Grade Twelve*. California: 1994.

Tilman, Kenneth G., and Patricia Rizzo Toner. *How to Survive Teaching Health*. New York: Parker Publishing Company. 1990.

Learning Activities

1. List key components of the individual body systems and explain their functions.

Teacher Note: Assign one of the 11 systems to each team. All 11 systems may not be assigned depending on class size. The teacher could either offer extra credit to any team who chooses to do two systems, teach the additional systems or omit some systems.

---

a. Working in teams of three, complete the following Body Systems Project.

Part One: Create a vocabulary list for your particular body system. Devise a game, puzzle or activity that can be done by the class as a whole or by individual students. Develop a scoring guide to assess each team's creativity, quality of information and presentation.

Part Two: Use the **Body Chart** Activity Sheet to diagram, color, or display your body system. You can enlarge the diagram to poster size by using an opaque projector. Be sure to use color to add interest and better illustrate your system. Your body chart must be left on display for other students to study.

Part Three: Make an oral presentation describing your system, its individual parts, its functions and how it interacts with other systems. All members of the team must take part in some way during the presentation.

b. Play Body Bingo to become familiar with Body Systems terms. Use an overhead or handout listing Body System Terms to write in 24 terms on your card. As the instructor draws the names from the box that match terms on your card, place a marker over those terms until you can call out "Bingo."

You will need:
√ Blank Bingo Cards for each student
√ Overhead or individual handouts of System Terms (keep one master copy to use for checking winning card)
√ Set of System Terms cut into strips
√ Small box or canister to draw from
√ Bingo Markers for all students

Discussion Topics

Are there any body systems we could live without?

Which systems are most critical to life?

How would you know if a body system was not functioning properly?

What other kinds of systems exist other than body systems? What makes these responses a system?

TEACHER NOTE: Use the Bingo Card found on page 73 to copy for each student. Bingo markers can be Cheerios, Fruit Loops, M&M candies, scraps of construction paper, paper clips, etc. When a student calls Bingo, use the master list of Systems Terms to check for accuracy. Appropriate prizes for the winners might include extra points on a project grade, homework pass, skip one question on the next test, etc. Variations on the traditional markers in a straight line include: four corners, X, H, T, outside edges, complete cover.

2. **Describe how change in any sector of the family environment can influence the family system.**

   a. Design a bulletin board with diagrams or pictures representing individual family members at the center. Find words or pictures from magazines and newspapers that would represent issues that influence family health - (i.e. moving van, loss of job, medical insurance, legislation.) Discuss picture and word representations in class. Explain pictures or words posted.

   Discussion Topics

   Are families a system?

   How does a crisis for one family member influence other members of the family?

   How can a family help individual members cope with change?

   What are the positive and negative ways of coping with change in the family?

   Why is it so difficult for children to move from one home to another?

   What are some typical physical responses of the body to change?

   Explain how communication skills help families cope with change.

   b. Divide into small groups. Examine **Bronfenbrenner's Model of Social Systems** Fact Sheet and select a category from each layer. Describe how changes at one level or layer can cause a ripple effect that extends to the center. Make a brief presentation to the class that summarizes the influences identified by your group.

   c. Discuss some negative responses to change and how these responses may affect individual health. You want to view the video, *Depression and Suicide* which is available from the Missouri Resource Center for Career and Technology Education item #FCS video 61. This video may stimulate discussion of one response some individuals consider in the face of changes to the family environment.

3. **Explain how culture and ethnic heritage affects individual and family health.**

   a. Investigate eating habits of another culture. What foods are produced in that region? What foods are the main part of the diet? What nutrients are found in those foods? How are most foods prepared? What seasonings are used in food preparation? How might this culture's diet affect longevity? What foods are scarce in the diet of this culture? Compare and contrast this culture's diet to a typical American diet. Create a classroom display to illustrate your findings.

b. Compare and contrast the physical demands of today's American lifestyle versus the physical demands of an agricultural lifestyle.

c. Analyze the grieving process of various cultures. You may want to view the video, *The Funeral* available from the Missouri Resource Center for Career and Technology Education item #FCS video 66.

Discussion Topics

In what way does the sedentary lifestyle of Americans influence health?

What role does cultural traditions play in coping with change brought on by the death of a family member?

What health conditions might arise during the grieving process?

4. Identify the difficulties involved in making ethical decisions regarding health.

a. In teams of four, choose a current topic related to environmental health, health related legislation, or medical ethics (e.g., using animal organs for transplants, deciding who gets organs being donated when the waiting list is longer than the donor list, or how long should someone be sustained on life support equipment.) Two students take the pro side and two take the con side of the issue decided on by the team. Research the issue. Present a debate to the class with each side supporting their position with information from their research.

Discussion Topics

Should humans be entitled to the best medical care available regardless of income?

Should governments provide medical care for all? If so, how would this be paid?

Who should decide who receives organ donations?

How can we make organ donations available to all who need them?

b. Examine sources of home waste and determine ways to reduce the amount of waste going into landfills.

c. Invite an insurance specialist in to discuss types of health and life insurance and the need for different insurance at various stages of the life cycle. Develop criteria for selecting health and life insurance.

d. Use the **SEARCH for Solutions** worksheet to address the following medical ethics dilemma: One donor's heart has just become available and the medical team must decide who will receive the heart. There are three patients in critical need of a heart transplant.

- B. is the middle-aged, father of three. He works on the assembly line at the local manufacturing plant. His wife does not work and has only a high school education. He is the sole source of income for his family.
- Dr. N is a brilliant research scientist and has been credited with several significant advances in medical science. He is in his 50s, married and has two grown sons. His research is critical in the cure of contagious disease.
- M. is a twelve year old girl. Her heart has deteriorated because of a genetic defect. M. has one brother. Her parents are begging the doctors to save her life.

Who should receive the available heart?

What criteria did you consider to make your decision?

Assessment

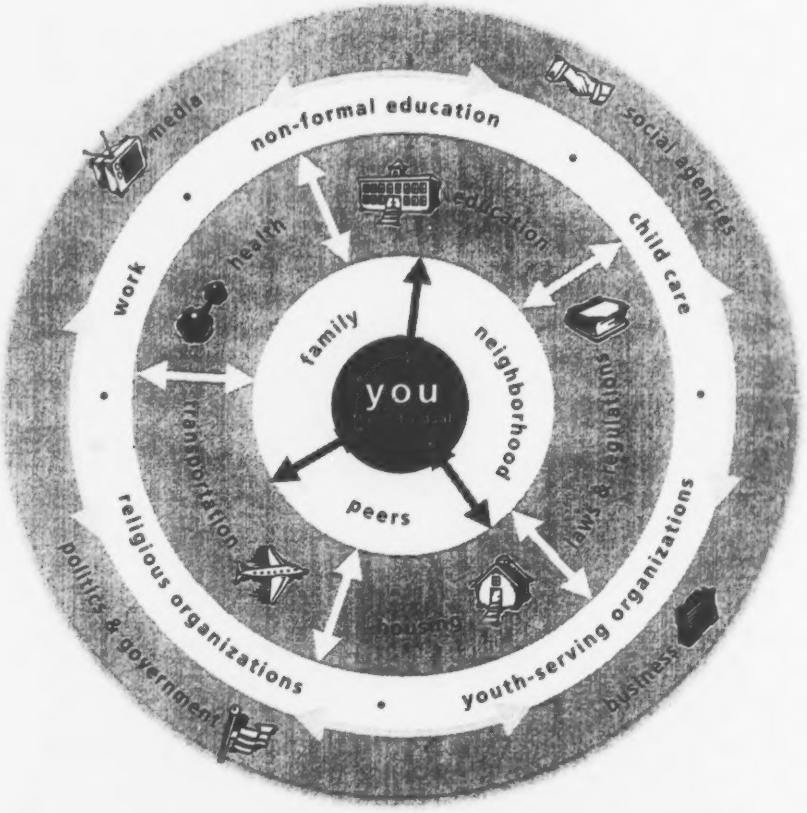
Paper and Pencil

1. Use blank diagrams of the body systems to test students on the components of each system.
2. Go through old newspapers to find health related issues and complete a **SEARCH for Solutions** worksheet. Use the worksheet as an outline or guide to write a position paper based on your solution for this issue. Written responses will be graded on thoughtful, thorough responses (i.e., grammar, spelling, sentence structure and insight into the ethical issues presented by the problem, not by the actual position taken on the issue).
3. Without the aid of references, make a 2-3 minute oral presentation to explain how culture and heritage influence individual and family health.

Classroom Experiences

1. Invite a hospital official to speak to classes about organ donation issues and policies. Prepare questions that identify ethical issues and social issues to ask the presenter.
2. **FCCLA Activity.** If your school does not have a peer mediation process, work with FCCLA members to research the process, prepare and present a proposal to the school administration to start such a group.
3. Divide into groups, and using the Body Systems Fact Sheet, select one organ system to design a poster or informational pamphlet describing health issues or illnesses related to that system, and discussing lifestyle choices that have positive or negative influences on that system. For example, the Integumentary System includes skin and hair. Your poster or brochure might identify types of cancer that involves the skin, and discuss the possible effects of sunbathing or tanning beds.
4. Visit the Internet site http://www.healthanswers.com/ to select one topic to prepare and present a brief class presentation. Relate the topic you choose to body systems or environmental influences of health and wellness.

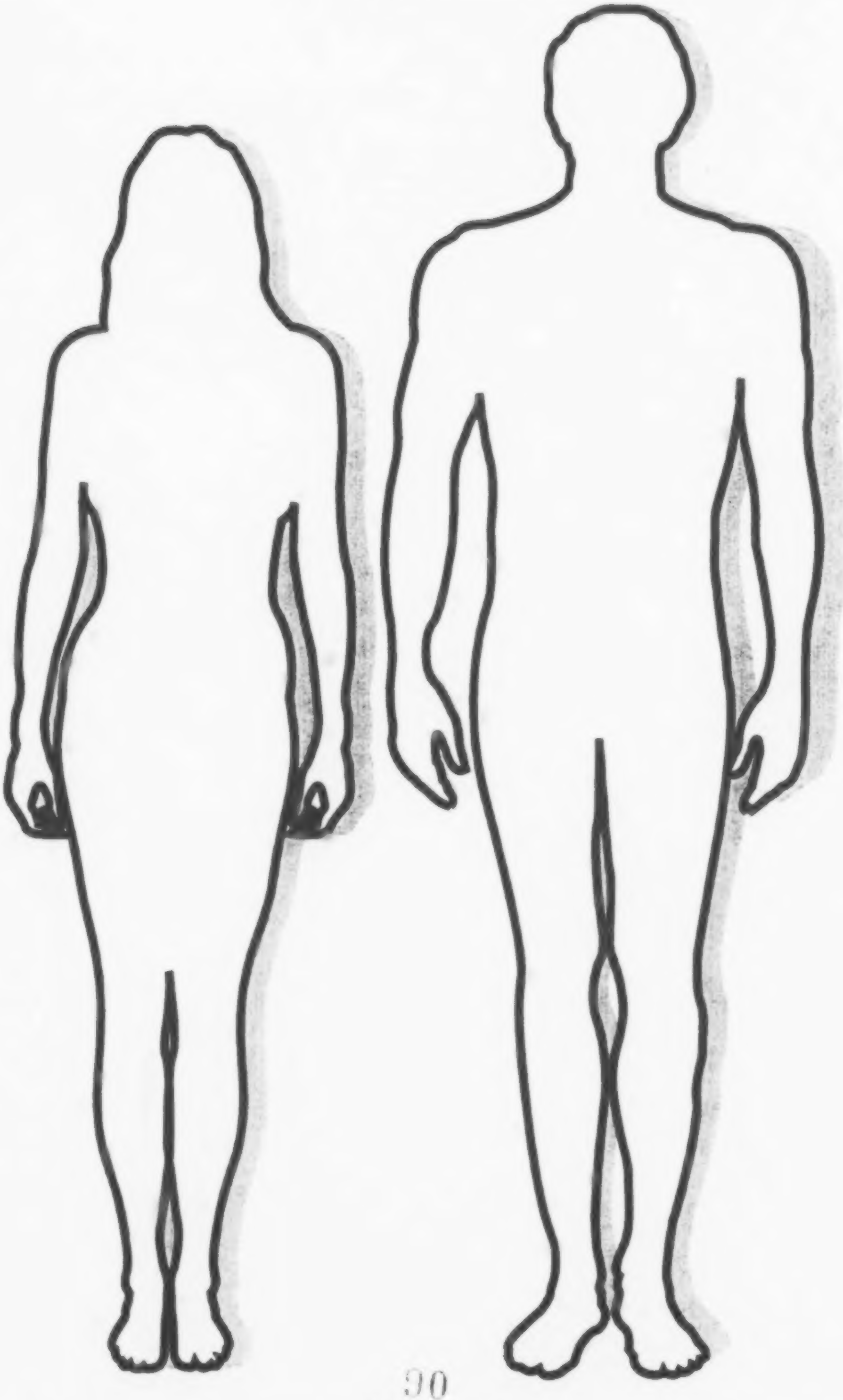
Bronfenbrenner's Model of Social Systems


you
family
neighborhood
peers
education
health
child care
transportation
laws & regulations
housing
non-formal education
work
religious organizations
youth-serving organizations
media
social agencies
politics & government
business

BEST COPY AVAILABLE

Name ______________________________

Body Chart



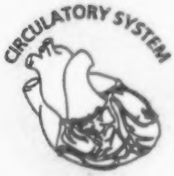
Activity Sheet

Name ____________________________________

Body Systems Bingo

		Free Space		

Adductor Muscular	Femur Skeletal	Medulla Nervous	Pineal gland Endocrine	Tarsal Skeletal
Alveoli Respiratory	Flagellum Reproductive	Meta-carpals Skeletal	Pituitary Gland Endocrine	Teeth Digestive
Aorta Circulatory	Gastric Enzymes Digestive	Metatarsals Skeletal	Plasma Circulatory	Tendons Muscular
Artery Circulatory	Gastrocnemius Muscular	Mouth Digestive	Prostate Reproductive	Thymus Lymphatic
Auditory Nerve Nervous	Gonads Reproductive	Nails Integumentary	Quadriceps Muscular	Thorax Skeletal
Biceps Muscular	Hair Integumentary	Neuron Nervous	Radius Skeletal	Tibula Skeletal
Bladder Excretory	Hamstring Muscular	Nose Respiratory	Rectum Digestive	Tongue Digestive
Blood Circulatory	Heart Circulatory	Oblique Muscular	Saliva Digestive	Tonsils Lymphatic
Brain Nervous	Humerus Skeletal	Oil Gland Integumentary	Scapula Skeletal	Trachea Respiratory
Bronchi Respiratory	Hypothalamus Endocrine	Optical Nerve Nervous	Seminal Vesicle Reproductive	Trapezius Muscular
Capillaries Circulatory	Intestines Digestive	Ova Reproductive	Sensory Receptors Integumentary	Triceps Muscular
Cerebrum Nervous	Islet of Langerhans Endorcrine	Ovaries Endocrine	Skull Skeletal	Ulna Skeletal
Clavicle Skeletal	Kidney Urinary	Pancreas Endocrine	Small Intestine Digestive	Ureter Urinary
Colon Digestive	Large Intestine Digestive	Parathyroids Endocrine	Sperm Reproductive	Urethra Urinary
Deltoid Muscular	Larynx Respiratory	Patella Skeletal	Spinal Column Skeletal	Uterus Reproductive
Dermis Integumentary	Leukocytes Circulatory	Pectorals Muscular	Spleen Lymphatic	Vas Deferens Reproductive
Epidermis Integumentary	Ligaments Skeletal	Pelvis Skeletal	Spinal Cord Nervous	Vein Circulatory
Esophagus Digestive	Lung Respiratory	Pericardium Circulatory	Stomach Digestive	Vena Cava Circulatory
Fallopian Tubes Reproductive	Lymph nodes Lymphatic	Pharynx Respiratory	Sweat Glands Integumentary	Ventricles Circulatory



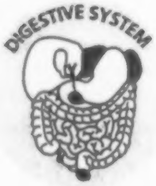
CIRCULATORY SYSTEM

System Parts:

heart, blood vessels

System Function:

The primary function of the circulatory system is transportation and delivery of oxygen and nutrients to body tissue. Wastes secreted by body cells are transported and delivered for elimination from the body by other systems.



DIGESTIVE SYSTEM

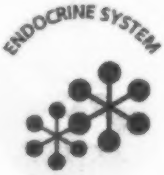
System Parts:

Primary Organs-
mouth, phyarynx, esophagus, stomach, small intestine, large intestine, rectum, anal canal

Secondary Organs-
teeth, salivary glands, tongue, liver, gall bladder, pancreas, appendix

System Function:

The seperate organs of the digestive system work together to ensure proper digestion and absorption of nutrients.



ENDOCRINE SYSTEM

System Parts:

pituitary gland, pineal gland, hypothalamus, thyroid gland, para thyroids, thymus, adrenals, pancreas, ovaries (female), testes (male)

System Function:

The endocrine system is composed of ductless glands that secrete hormones directly into the body, for communication, integration and control.

INTEGUMENTARY SYSTEM

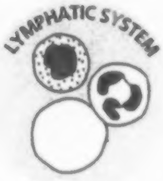
INTEGUMENTARY SYSTEM

System Parts:

skin, hair

System Function:

The integumentary system is crucial to survival. Its primary function is the protection of underlying tissue. It protects from invasion by bacteria and from injury.



LYMPHATIC SYSTEM

System Parts:

lymph nodes, lymph vessels, thymus, spleen, tonsils

System Function:

The functions of the lymphatic system include movement of fluids from tissue spaces and movement of fat related nutrients from the digestive tract. This system plays a critical role in the defense of the body against disease.

MUSCULAR SYSTEM

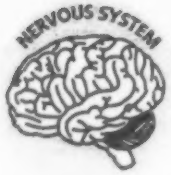
MUSCULAR SYSTEM

System Parts:

muscles

System Function:

Individual skeletal muscles make movement possible and help to maintain the body's posture. The muscular system also generates the heat required to maintain a core body temperature.



NERVOUS SYSTEM

System Parts:

brain, spinal cord, nerves

System Function:

Nerves extend from the brain and the spinal cord to every part of the body to make up the nervous system. This complex system performs many complex functions including communication between body parts, integration of body functions, control of body functions and recognization of sensory stimuli.

REPRODUCTIVE SYSTEM

REPRODUCTIVE SYSTEM (Male & Female)

System Parts– Male:

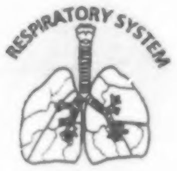
gonads, epididymus, testes vas deferons, prostate gland, seminal vesicles, Cowper's gland, urethra, penis, scrotum

System Parts– Female:

gonads, ovaries, uterus, uterine (fallopian) tubes, vagina, cervix, labia majora, labia minus, clitoris, vulva, mammary glands

System Function:

The reproductive system is different from other body systems in that its primary function is not related to the survival of the individual, but to the survival of the species.



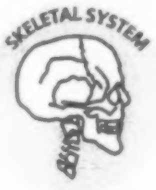
RESPIRATORY SYSTEM

System Parts:

nose, pharynx, larynx, trachea, bronchi, lungs

System Function:

The respiratory system permits the movement of air into the lungs where oxygen is exchanged for carbon dioxide so it can be eliminated from the body.



SKELETAL SYSTEM

System Parts:

bones, joints (cartilage, ligaments)

System Function:

The skeletal system includes not only bones, but also related tissue such as cartilage and ligaments. This is the framework for rigid support of the body. Joints between bones make movement of the body possible.

URINARY SYSTEM

URINARY SYSTEM

System Parts:

kidneys, ureters, bladder, urethra

System Function:

The urinary system cleans the blood of the wastes produced by the metabolism of chemicals in the body.

SEARCH for Solutions

The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:	FACTS:	CONSIDERATIONS:

Analyze options or alternatives.

POSSIBLE SOLUTIONS:	POSSIBLE CONSEQUENCES:	EXPECTED OUTCOME:

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice.

Defend your solution's: Relevance to the problem
Ethical base (positive long-term effects on all involved)
Ability to resolve the problem
Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Unit 1 Overview

Practical Problem:

How do I set goals for human growth and development for myself and my family?

Competencies:

Describe developmental processes which occur during the life cycle. (D-1)

Identify diseases, illnesses and disorders affecting growth and development. (D-2)

Describe behaviors for preventing and controlling communicable diseases. (D-3)

Develop coping strategies to deal with health deviations and changes in the life cycle. (D-4)

Enabling Objectives:

1. Define the terms growth and development.
2. Identify the areas of development and significant milestones which occur at each stage of the life cycle.
3. Differentiate between disease, illness, and disorder.
4. Analyze the effects common physical, mental and emotional diseases, illnesses and disorders may have on human growth and development.
5. Examine various preventive behaviors to determine their effectiveness in preventing and controlling communicable diseases.
6. Develop strategies that would be useful in coping with health issues common to the various stages of the human life cycle.

Teacher Background Information

Rationale

The study of both the qualitative and quantitative ways in which people change over the span of a life is known as human development. By learning about the normal course of development individuals can begin to predict future change. If problems are foreseen behaviors can be modified to enhance each life stage. Understanding development helps lay persons and professionals alike to be prepared for life's situations: the rebellious teen, the new parents adjusting to the birth of a child, the 50-year-old who experiences arthritic pains not present in earlier years, and the dying patient. Human development is the study of universal patterns that exist for all humans.

Human development is complex and includes study in the many facets - physical, cognitive, affective and beliefs - of growth and development. Development does not just bloom during childhood, plateau during adulthood and wither in old age. Development is continuous throughout life. Each area of development is interrelated with the other areas in such a manner that what occurs in one area or at one stage of life influences other areas of development and life in subsequent stages. Understanding the developmental profiles of humans at each stage of the life cycle in each of these areas helps individuals develop behaviors to both enhance life and cope with the challenges that inevitably arise.

Background

Human growth and development is the study of both qualitative and quantitative change. Qualitative refers to the straightforward, easy to measure aspects of growth. These involve changes in amount and are easily measured such as height, weight, and vocabulary. Qualitative change is complex and involves changes in kind such as the skills demonstrated in language understanding and the nature of intelligence. For example, a three-year-old may have fear of "monsters" under the bed, a 12-year-old may experience fear of rejection and an adult may fear failure on the job or in a relationship. Fear is experienced at each stage but the kind of fear is different.

The study of human development typically includes four facets: physical, intellectual, emotional/ social and beliefs. These divisions are arbitrary and labels may vary from source to source. Often the term cognitive is used synonymously with intellectual. Some authors will separate emotional development from social development while others will group emotional, social and personality under the label affective development. Some sources will address development of beliefs and others will group it with emotional/social development or omit it altogether.

- Physical Growth includes changes in height, weight, motor abilities, brain development and health-related issues while Physical Development, or maturation, involves subtler reorganization of anatomy and physiology such as motor skills.

- Intellectual Development (Cognitive) involves a wide range of mental processes such as learning, memory, reasoning and thinking. Intellectual development is the sum of our intellectual capabilities.

- Emotional/Social/Personality Development (Affective) is the way in which we interact and deal with the world around us, the way we get along with others, how we feel and how we display those feelings.

- Belief Development is the awareness of the rights of others, the development of beliefs and principles that govern actions and behaviors.

The human life span has been divided into eight chronological groups: The prenatal stage, infancy and toddlerhood, early childhood, middle childhood, adolescence, young adulthood, midlife, and old age. Growth and development during each stage influences and is influenced by health and environment. Normal health related issues are those that are common to people of a particular group, such as the beginning of menses, childbirth and menopause. Non-normative or abnormal issues are those that affect smaller numbers of people and are not typically isolated to a certain age group such as obesity or cancer.

Research overwhelmingly supports the premise that humans, to a remarkable degree, control their own health destiny as they live their lives from day to day. Research has shown that how people feel and how long they live often depends on what they do. The decisions made in childhood, and as teens and adults affect individual health. Reckless driving, drinking alcohol, using drugs and tobacco are all high risks behaviors that may surface during the teens. High cholesterol diets, inactive lives, stress, and lack of health screenings are health behaviors that put adults at high risk. Forming strong positive health habits early in life, and addressing health issues for each stage of development is critical in promoting life-long health.

The United States Department of Health and Human Services reports that more than 90 percent of kindergarten children are immunized against the major childhood illnesses. Vaccines have contributed to the childhood survival rate. Measles, rubella, whooping cough, diptheria and polio myelitis that once claimed the lives of thousands of children have virtually disappeared. Poverty and accidents are the major health risks to our children today. According to the 1992 U.S. Census Bureau, almost 20 percent of all U. S. families with children are living in poverty. They live in substandard, often unsanitary and inadequate housing. Their diets are often lacking in the nutrients essential for health and growth. Health care by physicians and dentists is postponed or inadequate. Accidents are the leading cause of deaths in children between the ages of 1 and 11. In fact, children under 6 sustain more injuries than any other age group.

Adolescence, although a time of relatively good health, poses its own health challenges. The most common health issues of adolescence are those that involve lifestyle choices and emotional health. The primary causes of death during this stage are accident, homicide and suicide. Health problems evolving from the emotional tempest of adolescence include drug, alcohol and tobacco use, eating disorders, pregnancy, and sexually transmitted diseases.

Young adults are the healthiest people in the population. The National Health Information Center reports that people in the 17 - 44 age grouping view their health as good or excellent. They suffer fewer communicable illnesses such as colds and upper respiratory infections, few have chronic conditions, and fewer than 1 percent are limited in their life style because of health problems. About one-third report that they exercise regularly. There is, however, a gender difference in overall health status for adults. Men age 25-44 are twice as likely to die as women in this same age grouping. Men are more likely to die in car crashes or as a victim of homicide or suicide than women. Women are more likely to die of cancer, with breast cancer accounting for one-third of all cancer deaths in women.

Chronic health problems increase with age. More than 80 percent of people over 65 have at least one chronic condition. The aged need more medical care and supervision than other age groups. They are hospitalized twice as often, stay in the hospital twice as long, and take more medications than any other age group.

More people now live past age 80, and the number of people reaching 100 years and beyond continues to increase. Health concerns for this age group are being addressed more aggressively. The major cause of death continues to be heart disease, followed by cancer, pneumonia, lung disease, influenza, accidents and diabetes. Many of the health issues of the aged stem from life choices made earlier.

Certain types of mental illness are especially common in older adults. Dementia, depression, and Alzheimer's are major health issues for the aging population and their families. According to the Alzheimer's Association, Alzheimer's Disease is estimated to affect more than four million aging Americans. A national survey conducted in 1993 indicates that 19 million Americans have a family member with Alzheimer's and the current prediction is that by the middle of the next century 14 million American's will have this disease unless a cure or prevention is found.

Each stage of the human life cycle has health issues and concerns but living a healthy, active lifestyle can reduce health problems and promote productive life.

References

Alzheimer's Association http://www.alz.org/

Bigner, Jerry J. *Parent Child Relations*. Upper Saddle River, NJ: Prentice-Hall, Simon & Schuster. 1994.

Child Development. New York: MacMillan-McGraw Hill. 1995.

National Health Information Center http://nhic-nt.health.org/

National Institutes of Health http://www.nih.gov/

Papalia, Diane E. and Sally Wendkos. *Human Development*. McGraw-Hill, Inc.1986.

Rice, F. Phillip. *Child and Adolescent Development*. Upper Saddle River, NJ: Prentice Hall. 1997.

The Health of America's Children. Washington, DC: Children's Defense Fund.1992.

Learning Activities

1. Define the terms growth and development.

a. Divide into pairs to write a definition for the terms growth and development. Discuss the definition suggested by each pair. Give examples of both terms.

2. Identify the areas of development, and significant milestones which occur at each stage of the life cycle.

a. Create a developmental timeline that includes the eight stages of man

1) prenatal (conception to birth)

2) infancy and toddlerhood (birth to age 3)

3) early childhood (age 3 to 6)

4) middle childhood (ages 6 to 12)

5) adolescence (age 12 to 20)

6) young adulthood (age 20 to 40)

7) midlife (age 40 to 65)

8) old age (age 65 to death)

Include major developmental milestones or changes for each age group. Include milestones from each of the areas of development - physical, emotional/social, intellectual, beliefs. Color code your timeline with each of the areas of development represented in a different color. Include information about yourself in the first five age groupings - when you sat up, walked, talked, first friend, etc.

b. Create a developmental drawing for each stage of life. Draw 8 human figures (stick figures are okay). Label each figure with a stage of man. By the head list the intellectual characteristics, by the heart list the emotional/social characteristics by the hands and feet list the physical characteristics, beneath each drawing list the belief characteristics.

Discussion Topics

What are common changes that occur during adolescence?

How are your parents and grandparents different physically? emotionally? socially?

3. Differentiate between disease, illness and disorder.

a. Explain the difference between a disease, an illness and a disorder. Give examples.

b. Create a chart from the examples just listed. Categorize each example as Physical, Intellectual, Emotional/Social, or Beliefs.

4. Analyze the effects common physical, mental and emotional diseases, illnesses and disorders may have on human growth and development.

a. Divide into eight groups. Your group will be assigned a stage of human development. Conduct research to identify common illnesses, diseases and disorders that influence growth or development for your stage. Include information about prevention, treatment and cures. You will present your research findings to class. All members of the group must participate in the oral presentation. Include visuals in your presentation. Use the following scoring guide as you complete your research and prepare your presentation.

Discussion Topics

How would your life be different if you had a crippling illness or disease?

What diseases or illnesses have you had contact with?

What was the progression of the illness?

Did they change your life either in the short term or long term?

How have medical advances improved the quality of life by reducing diseases or providing treatment for disorders?

Sample Scoring Guide:

4	3	2	1
More than 5 illnesses, diseases, disorders identified. Information thourough, accurate.	5 illnesses, diseases, disorders identified. Information does not give complete detail.	3 or 4 illnesses, diseases, disorders identified. Information thorough, accurate.	1 or 2 illnesses, diseases, identified. Information accurate.
Oral presentation clear, audible, visual, all members of the group participated, able to answer audience questions.	Oral presentation clear, audible, did not include visual, all members participated, unable to answer all questions.	Oral presentation clear, audible, did not include visual, all members of the group did not participate, not all questions answered.	Oral presentation lacked preparation, not clear, no visual, unable to answer questions or all did not participate.

5. Examine various preventive behaviors to determine their effectiveness in preventing and controlling common communicable diseases.

a. Work in pairs to create a board game that can be played by elementary and middle school students that would teach ways to prevent and control communicable diseases. Your game must include a storage container, instructions for play, and all playing pieces.

b. Make a poster that focuses on one method of preventing the spread of disease. Your poster must have a 3-dimensional or a moving part. Your poster must be colorful and neat. All words must be spelled correctly and your lettering should be neat and legible.

c. Disease is spread through the air, by contact with a contaminated object, by person to person contact, and by eating or drinking contaminated food and beverages. Keep a journal for three days of behaviors you see other students exhibit that would spread disease and illness. Analyze what you have observed and what can be done in the school to help prevent the spread of communicable disease.

d. Make a "How To" video to teach preschool children proper hand-washing techniques.

e. Use the Internet to create a list of support organizations for victims of life-altering illness or disability.

f. Using newspapers and periodicals provided, scan for articles on diseases and epidemics in all parts of the world. Write a summary about the article discussing the type of disease, how it is spread, what is being done to contain or treat the disease.

Discussion Topics

How do you think most illnesses are spread at school?

What would you say to a friend who wants to take a drink of your soda or a bite of your lunch?

Does peer influence contribute to the spread of illness at school?

How does illness affect your ability to function at school or your grades?

Should you come to school when you are sick? Why or under what circumstances?

What policies and practices do schools have that prevent the spread of illness?

6. Develop strategies that would be useful in coping with health issues common to the various stages of the human life cycle.

a. View the video *Stolen Days* which chronicles the lives of five young adults facing cancer and how each has handled the situation. The video is available from Missouri Resource Center for Career and Technology Education item #FCS video 65. Discuss the coping skills you identify and describe how those same coping skills might be applied to other situations.

b. Interview school and community members who have had to live with a chronic or life threatening illness or a disability. Find out what strategies were recommended to them and which ones they used to help live with their illness or disability. Compare your findings to the **Coping Strategies** Fact Sheet.

Discussion Topics

Were any similar?

Did you discover any new ways you could add to the list?

Were some more and others less effective?

c. Visit a local nursing home and interview one of the residents with a tape recorder. Create an oral history of the individual as they look back on their lives and the changes they have experienced.

Discussion Topics

What events have caused stress or change in your life?

How did you cope?

Were they positive or negative strategies?

How do others you know deal with stress?

How do healthy life styles and activities help you deal with life changes?

Assessment

Paper and Pencil

1. Review the eight stages of man and characteristics of human development. Write a poem or short story based on these concepts. Relate how the characteristics of human development are defined in the eight stages of man.
2. Develop a scoring guide to assess the oral history interview in Learning Activity 6(b) above.
3. Write a reflective journal entry describing how your life would change if you were diagnosed with a chronic or life threatening illness today.

Classroom Experiences

1. As a class project, create a "What's Going Around" display in the library or in a visible location in the school. Identify illnesses that are going around the school. Post information about the illness, the symptoms, the progression of stages, treatment and prevention. Update the display weekly.
2. Invite a hospice counselor into the classroom to discuss his or her work with terminally ill patients.
3. **FCCLA Activity.** Adopt a Grandparent program with a local nursing home. Schedule twice monthly after school visits to the nursing home. Plan activities and events for holidays and birthdays.

COPING STRATEGIES

Humans cope with change and stress in a variety of ways. Some are healthy positive strategies and others are harmful and detrimental to self and others.

1. Taking control of the situation - an overweight individual may actively set up an exercise regime and nutritional plan.
2. Working through the problem solving steps alone or with others - identifying the problem and looking critically at all alternatives may help.
3. Seeking the help of trained professionals and support groups - professionals who are trained to help or groups that share the same concerns may provide the support needed to cope.
4. Learn as much as you can - ask questions of medical professionals, research at the local library for information. Knowing as much as you can will help you be prepared and help you make knowledgeable decisions.
5. Friends, family and colleagues can help you through rough times. Don't be hesitant to ask for help or to let others lend a helping hand.
6. Religious organizations and faith can lend strength and give guidance.
7. Relaxation and meditation techniques prove helpful to many individuals experiencing stressful events in their lives.
8. Metacognition - visualizing and positive self talk help us work through each step and be psychologically prepared.

Unhealthy ways include:

1. Avoiding or ignoring the situation - it may only get worse.
2. Getting angry, fighting, and taking it out on others.
3. Using alcohol or drugs.

Unit 1 Overview

Practical Problem:

What lifestyle choices can individuals make that will lead to optimal health?

Competencies:

Describe the changing relationships of mental, emotional, social and physical health throughout life. (E-1)

Explain the effects of substance use and abuse on individual, family and community. (E-2)

Evaluate how lifestyle choices impact health. (E-3)

Distinguish between appropriate and inappropriate behavior in relationships as they affect health. (E-4)

Identify standards of personal hygiene and health. (E-5)

Enabling Objectives for Mastery:

1. Define mental, emotional, social and physical health.
2. Explain the interrelationship between each area of health.
3. Identify cultural influences that contribute to substance abuse.
4. Examine the influence of friendships, peers and acquaintances on lifestyle choices and behaviors.
5. Apply refusal strategies in order to promote well being.
6. Identify the problems of substance abuse and predict short- and long-term consequences of substance abuse on the individual, the family and society.
7. Identify resources in the community that play a role in prevention of health-related problems.
8. Examine the effects of negative behaviors on relationships.
9. Recognize the importance of goal-setting, decision-making and problem-solving on health.
10. Practice good personal hygiene to prevent the spread of disease.

Teacher Background Information

Rationale

There is a direct relationship between each aspect of health. To achieve and maintain optimal health, each of the areas of health - physical, emotional, social, mental and spiritual must be developed, and health must be viewed as a holistic concern. If a child is physically sick with a disease, this impacts his or her mental, social, emotional and spiritual health. If individuals are depressed or mentally ill, they are more likely to engage in dangerous behaviors that directly affect physical well-being. The areas of health can be studied individually but to truly understand the concept of health, students must comprehend the interrelationship between all the areas of health and strive to achieve balance. Neglecting one area of health will ultimately have a negative impact on the other areas of health.

Lifestyle factors are the repeated behaviors related to the way an individual chooses to live. Medical advances have improved the possibility of achieving long lasting health, yet lifestyle choices that humans make have posed new threats to overall health. Millions of people each year become disabled, sick or die because of lifestyle decisions and choices. Decision making and personal behavior are directly related to the health of individuals, families, and society.

Relationships influence each area of our health. According to Abraham Maslow's theory, everyone needs to be loved, to belong, to be valued and recognized. Building positive, strong relationships with those around us is crucial to optimal health. The relationships formed with others will influence the decisions students make regarding their own health. When one person in a family experiences some type of change, such as a serious illness or leaving the family, everyone in the family is affected to some degree by that change. Whether the change is beneficial or detrimental, all members of the family respond in some way and try to regain the balance lost by the change.

Almost daily, newspapers or television report the devastating effects of substance abuse. The personal, family and societal costs of substance abuse are almost impossible to imagine. The loss of personal potential and productivity, the destruction to personal and family relationships and the cost to society to prevent and punish abuse is immeasurable. Because experimentation with alcohol, tobacco or other drugs may begin as early as elementary school, students should develop the knowledge, skills and strategies for choosing not to use harmful chemical substances. They should learn ways to identify drugs, the effects of drug usage and the reasons to not abuse drugs.

Students should understand the role of positive health practices (e.g. regular medical and dental examinations, immunizations, aerobic exercise, personal and environmental cleanliness) in disease prevention.

Background

Mental/emotional health means generally accepting who you are, liking yourself and adapting to and coping with the challenges and changes that are a part of everyday life. It involves the emotions we feel and display each day and our ability to display those emotions in a mature, acceptable manner. Physical health means that all parts and systems of the body work well together to perform the functions necessary for life. Social health involves our interactions with other human beings and the environment around us.

The components of human health are not independent entities. What occurs in one segment of human health impacts, in some way, all other areas of health and well-being. When students make good decisions that lead to a healthy lifestyle, they can improve not just the quality of their own life but can also have a positive impact on the lives of those around them. Sometimes the results of health decisions may not be seen immediately. In many cases, the consequences of these decisions may not be felt until years later.

When people intentionally misuse drugs for non-medical purposes they are abusing drugs. Prescribed drugs used for medical purposes can be abused as well as those illegal drugs that have little, if any, medical use. Because drugs are chemicals that produce changes in the body, drug abuse is dangerous. There is no single or simple explanation as to why some people abuse drugs.

According to the 1996 National Household Survey on Drug Abuse, the number of illicit drug users in 1996 was 13 million. Many people view drug abuse and addiction as strictly a social problem. People who abuse drugs are characterized as morally weak or as having criminal tendencies. It is commonly believed that those who abuse substances or are addicted could stop using drugs if they tried. Policy makers have adopted the belief that if punishment is harsh enough it will deter others from becoming involved. Drug abuse and addiction comprise a public health problem that has wide-ranging consequences. A study prepared by The Lewin Group for the National Institute on Drug Abuse and the National Institute on Alcohol Abuse and Alcoholism estimated the total economic cost of alcohol and drug abuse to be $245.7 billion in the year 1992 alone. These costs include drug-related crime, police, legal and corrections services, lost wages, property damage, lost productivity, health care expenditures and premature deaths. The White House Office of National Drug Control Policy reported that between 1988 and 1995, Americans spent 57.2 billion on illegal drugs and on the misuse of legal drugs. This is money that is lost to the general economy through expenditures or savings by the drug abuser or addict.

According to the 1996 National Household Survey on Drug Abuse, more than half of youths age 12-17 reported that marijuana was easy to obtain, and about one quarter reported that heroin was easy to obtain. Fifteen percent of youths reported being approached by someone selling drugs in the month prior to being surveyed. This report demonstrates the easy accessibility of illicit drugs and the need to educate our children early on the types of drugs, consequences of using drugs and the dangers of drug use, as well as the need for students to learn refusal strategies.

Decisions regarding self care, cleanliness and preventive practices are important in achieving and maintaining health. Habits involving personal cleanliness that are formed during childhood are helpful in keeping our bodies healthy and preventing the spread of infectious diseases. The more knowledge students have regarding infectious diseases, how diseases are spread and how to protect against disease and illness, the easier it will be to maintain individual and family health.

References:

Merki, Mary Bronson, Ph.D., and Don Merki, Ph.D. *Health: A Guide To Wellness, Fifth Edition.* Mission Hills, CA: Glencoe/McGraw-Hill. 1996.

National Institute on Drug Abuse. http://www.nida.gov/Infofax/InfoIndex.html

Learning Activities

1. Define mental, emotional, social and physical health.

a. As a class, define the terms: mental health, emotional health, social health and physical health.

Discussion Topics

Are there any other kinds of health besides the four defined?

Some health literature describes spiritual health. What do you think they mean?

What characteristics or qualities describe good mental (physical, social, emotional) health and poor mental (physical, social, emotional) health?

2. Explain the interrelationship between each area of health.

a. In pairs, create a mobile with six separate parts. Label the parts,

- physical health
- emotional health
- family group
- mental health
- social health
- individual family member

Hang your mobiles in the room. Write an essay, or give a class presentation, explaining how your mobile demonstrates the interrelatedness of the areas of health, family health, and individual health.

b. Play the Longevity Game to calculate how you can expect to live. This Internet activity was developed my Northwestern Mutual Life Insurance Company. The address is: http://www.northwesternmutual.com/games/longevity/

Look at the factors that contribute to life expectancy. List the factors that you have control over to extend your expectancy. List the factors over which you have no control. Which list is longer?

3. **Identify cultural influences that contribute to substance abuse.**

a. List current slang terms that relate to alcohol and other drugs. What can you infer about alcohol and drugs in American culture from your list of slang terms?

b. Choose three different types of magazines - a news magazine, a teen magazine, a health magazine, a fashion magazine, etc. - and survey the different advertisements that relate to alcohol, tobacco and prescription drugs.

Discussion Topics

Do you think the fact that teen magazines have no ads for these products reduces their usage by those under age 21?

Which magazine had the most ads?

Who do you believe is the target audience?

Should children and teens be permitted to view movies which portray alcohol or tobacco in a favorable way?

Should all advertising for alcohol and tobacco products be banned?

Should schools permit involuntary drug testing of students?

Why are alcohol and tobacco called the socially acceptable drugs?

Should smokers have the right to smoke in public places?

What are the reasons why some preadolescents and adolescents begin to experiment with illegal drugs?

c. Make a list of both positive and negative health related behaviors that you see in your family. Respond to the following statement: "Health habits begin at home."

4. **Examine the influence of friendships, peers and acquaintances on lifestyle choices and behaviors.**

a. In a journal, write about a situation when you did something simply because those around you did it. View the video *Power of Choice Part I* available from the Missouri Resource Center for Career and Technology Education item #FCS video 56. This video stimulates critical thinking about choices involving alcohol and drugs. Return to your journal and write what you might do or say differently after viewing the video.

Discussion Topics

Why do you think people who drink at parties try to get everyone else to drink with them?

Why is it hard to tell a friend no?

Would you date someone with a drug/alcohol problem? Why/Why not?

How would you help a friend whom you felt had a drug problem?

What conclusions can you draw about the positive and negative influences of friends and acquaintances on health behaviors?

5. **Apply refusal strategies in order to promote well being.**

   a. Work in teams to make a video about how to say no when friends want you to do something you know is unsafe or unhealthy. View the videos in class.

   b. View the video *Refusal Skills: Yes, You Can Say No* available from the Missouri Resource Center for Career and Technology Education item #SN video 84. Make a list of 20 ways to "Say No" and post it in the room.

6. **Identify the problems of substance abuse and predict short- and long-term consequences of substance abuse on the individual, the family, and society.**

   a. Write down three short-term and three long-term personal goals. Next to each goal write a statement about how involvement in drugs would interfere with your ability to reach your goal.

   b. Work with a classmate to write, edit, design, and print an informational flyer or leaflet about one of the illegal drugs. Include information about the drug's effects, symptoms of use and how to identify the drug. Your leaflet should include graphics or pictures, spelling and grammar should be correct; it should be neat; and also reproducible. Make five copies of your product to be set out for parents to pick up at open house.

   c. Choose a famous person, or someone you know personally, who died of a drug overdose or a drug-related death. Write an essay about what this person might have accomplished or contributed to society had they not died prematurely.

   Discussion Topics

   What would be the effects on your family if you tested positive for drug use?

   Why is alcohol legal and marijuana not legal?

   What might happen if there were no illegal drugs?

   d. View the video *What's Wrong with Inhalants* which reveals why kids risk their lives by sniffing these poisons. The video is available from the Missouri Resource Center for Career and Technology Education item #R video 411.

   Discussion Topics

   What is the difference between inhalants and other types of drugs?

   Why are young people susceptible to these chemicals?

   Are inhalants addictive?

7. **Identify resources in the community that play a role in prevention of health-related problems.**

   a. Research a support group for addicts, or families of addicts. Include in your research a personal or telephone interview with a facilitator from the group. If you are unable to interview such a facilitator, interview another health care professional (nurse, counselor, physician) regarding the need for such support groups.

   b. Make a list of organizations, both public and private, that a person with a drug or substance abuse problem could turn to for help. Include the name of the organization, a brief description of services provided, the local or national address, a telephone number, e-mail address, and an Internet address if possible.

8. **Examine the effects of negative behaviors on relationships.**

   a. Discuss the following situation in small groups:

Amanda was active in her high school band program. On one of the band trips she and her best friend, Sally, decided to sneak a bottle of liquor into their luggage. That night at the hotel, Amanda and Sally invited some of the other band members into their room to have a party. Several band members were in Amanda and Sally's room when Tricia decided to join them. Tricia was unaware that the drinks contained anything other than soda when she picked up a glass. She realized immediately that the others were putting alcohol in the soda.

Tricia left the room and went to the band director to report that there might be a problem in Amanda's room. Even though she did not tell the director the others were drinking, she did encourage the director to investigate. The director discovered the liquor and reported the names of all of the students in the room to the principal when the band returned to school the next day. The students were questioned individually by the principal. Some students were honest and admitted they had been drinking. Some lied and said they were in the room, but had not been drinking. All of the parents were called into the school. The students were suspended from school and removed from the band.

Discussion Topics

How might the relationships between Amanda, Sally and the other students change?

How will Tricia's relationship with the band members who were suspended be changed?

Will the relationship between the suspended students and their parents, the principal and the other students be affected?

How will the students who were honest and confessed feel about the students who lied in an effort to avoid punishment?

b. Write a journal entry about a situation in which you ended a friendship because of the actions of the other person.

c. Complete a **Thinking It Over** worksheet based on this situation:

Your friend and his or her brothers live with alcoholic parents. You can see that their lives are difficult. How can you help them?

9. Recognize the importance of goal setting, decision making, and problem solving on health.

a. Record one short-term and one long-term, health-related goal in your journal. Write down specific strategies you will use to accomplish your goal. Share one of your goals with a close friend or relative. Ask them to support you in working toward this goal. Post your goal on your bedroom mirror, inside your locker or someplace where you can see it every day. One day each week, look back at your journal and write in what ways you have made progress toward your goal or in what ways you have been unsuccessful. Reflect on whether your friend or relative has been supportive or helpful as you work toward your goal. Class time will be provided for journal entries.

Discussion Topics

Have you read your goal daily?

Has this influenced your progress?

b. List a health decision you have made in the recent past. Use the Search for Solutions worksheet to examine your decision.

Discussion Topics

Did your decision produce the outcome or solution you wanted? Why/why not?

Had you identified all of your alternatives? What other options were available?

Now that you have had an opportunity to evaluate your decision, would you do the same thing again under these circumstances, or would you make a different choice?

c. **FCCLA Activity.** As a class, identify a project for the *Student Body* program. Plan, implement and evaluate your project. You may want to view the video *To Your Health FCCLA Student Body National Program for Individual Health* for ideas. The video is available from the Missouri Resource Center for Career and Technology Education item #FCS video 143.

10. Practice good personal hygiene to prevent the spread of disease.

a. For one day record all of the things you touch with your hands from morning until night. How many items are on your list? Discuss the importance of hand-washing in the prevention of communicable disease.

b. Prepare a skit for preschoolers, elementary or middle school students that would teach the importance of personal cleanliness.

Assessments

Paper and Pencil

1. The cost to society of drug abuse is enormous. Using reliable library and Internet resources, explain what the costs are, and their estimated values. Support your statements with statistics and examples.
2. According to the American Cancer Society and other sources, more teens are smoking than ever before. Working in teams of three or four, prepare a report to present to Congress that addresses this issue, the possible health concerns, and related statistics. Define a policy or action you believe Congress should take based on your findings.

TEACHER NOTE: Some suggested Internet resources to help students locate facts about teen smoking include:
http://kidshealth.org/teen/bodymind/smoking.html/
http://www.cancer.org/
http://www.cdc.gov/tobacco/how2quit.htm/

3. Complete the **Thinking It Over** worksheet about inhalant abuse.

Classroom Activities

1. Find out what the legal acceptable limit of the blood alcohol concentration is in Missouri. How many 12 ounce beers is this for a 100-pound person? Create a graphic display using this information.
2. Contact the highway patrol department to find out how many drinking-related automobile accidents occurred in Missouri in one year. How many of those accidents included fatalities? How many of the drivers were teens? Divide into three or four teams to prepare a three-minute skit or television commercial using these statistics to educate other teens about the dangers of drinking and driving. Develop a scoring guide in advance to evaluate the skits or commercials.
3. Read a newspaper from the community for one month or semester. Clip each article that is somehow related to drugs or drug use, including alcohol and tobacco. Create a hallway bulletin board about the problems of drug use by displaying the clipped articles. *Variation:* Clip articles that feature people or agencies who help others overcome drug problems. Create a hallway of recognition.
4. Divide the class into teams to debate the following premise. Give the teams time and resources to prepare their arguments and to prepare to rebut arguments the other side might make.

   > *"People should not deprive themselves of things they want to do in life just to add a few years to their life."*

5. Describe a lifestyle that could cause a person serious health problems. Write your response on the board (overweight, smoker, little or no exercise, alcoholic). Discuss why a person would risk his or her health over circumstances which can be controlled.
6. Brainstorm a list of common illnesses. Using classroom and library resources, investigate the method of transmission, treatment and prevention methods.
7. **FCCLA Activity.** Plan, implement and evaluate a project based on the national program for Families Acting for Community Traffic Safety (FACTS).

Name ______________________________

Thinking It Over

Issue/Topic for Consideration…

After considering the facts about inhalants, I would give the following advice to a friend who used them:

The Facts Say…

After Thinking It Over, I say…

SEARCH for Solutions

The SEARCH for Solutions takes you step-by-step through the problem-solving process. Complete the steps below as you solve practical problems. You may go through the steps in a different order, but it is important to complete every step.

State the problem to be solved.

Examine information needed to solve the problem.

GOALS & VALUES:	FACTS:	CONSIDERATIONS:

Analyze options or alternatives.

POSSIBLE SOLUTIONS:	POSSIBLE CONSEQUENCES:	EXPECTED OUTCOME:

Review the options and select the best choice. Place a check beside your solution listed above. Provide logical reasons for your choice.

Defend your solution's: Relevance to the problem
Ethical base (positive long-term effects on all involved)
Ability to resolve the problem
Strength based on facts

Chart and start a plan for action. Identify the actions you need to take, when they will be done, and who will do them.

Highlight the outcome of your actions. Evaluate whether or not your choice was best. Identify what you have learned from solving this problem. Did you discover another solution you could have tried?

Unit 1 Overview

Practical Problem:

How do I explain relationships between dietary guidelines and wellness throughout the life cycle?

Competency:

Explain the relationships between dietary guidelines and wellness. (F-1)

Compare the nutritional needs at different stages of the life cycle. (F-2)

Identify nutritional needs of individuals with special health needs. (F-3)

Enabling Objectives for Mastery:

1. List and categorize the Dietary Guidelines for Americans and the Food Guide Pyramid.
2. Compare and contrast wellness issues for the various stages of the life cycle.
3. Describe nutritional needs at various stages of the life cycle.
4. Develop a nutritional guideline for someone with special dietary needs.

Teacher Background Information

Rationale

Wellness is a state of overall health which is a combination of physical, mental and social well-being. Students must realize that wellness is dependent on nutritional knowledge and application as a part of the physical side of the wellness triangle. What students don't know about nutrition and wellness can hurt them. Students need to know the Dietary Guidelines for Americans to make healthy food choices. They also need to understand how to use the Food Guide Pyramid established by the U.S. Department of Agriculture. There have been major changes in the Food Guide Pyramid concerning the number of servings and the categories of foods necessary to maintain wellness. The dietary guidelines have not changed for some time. Students also need to be aware that nutritional needs change depending on the stage of the life cycle of an individual. Furthermore, students need to be able to take care of themselves or other family members who may suffer from special health needs that require unique diets. Students must have this nutritional knowledge to make appropriate food choices and develop positive eating habits for life.

Background

Wellness is a broad concept of health that includes a combination of physical, mental and social well-being. For this unit, the teacher needs to be familiar with the specific aspects of nutrition as they are related to wellness. Nutrition is a pure science and a social science. For this unit, the main focus is pure science. This module examines how the body uses nutrients and the body's nutrient needs as established by the Dietary Guidelines for Americans and the Food Guide Pyramid. Your body requires approximately 40 nutrients to have energy, maintain growth and provide repair for overall wellness.

The following highlights from the Dietary Guidelines for Americans, fourth edition, are meant for ages two years and up. The Guidelines are available on the Internet at http://www.nalusda.gov/fnic/dga/dga95/cover.html/.

A. Always eat a variety of foods (refer to the Food Guide Pyramid for details). The variety of food should come from the following food groups:

    a) The bread, cereal, rice and pasta group requires six to eleven servings each day. The number of servings varies depending on age, sex, body size, physical condition and activity level. For example, the more active, the greater the number of servings needed.

    b) The fruit and fruit juice group requires two to four servings a day. Make sure that the juice is 100% juice.

    c) The vegetable group needs three to five servings a day making sure to include dark, leafy green vegetables several times a week.

    d) Meat, poultry, fish, dry beans, eggs and nuts require two to three servings a day, and each serving is five to seven ounces.

    e) Milk, yogurt and cheese group requires two to three servings a day.

    f) The fat, oil and sweet group has no serving allowances because most of these foods fit into the category of empty-calorie foods. An empty-calorie food is one that contains little or no nutritional value.

B. Maintain a healthy weight. Most Americans spend much of their working day in activities that require little energy. In addition, many Americans of all ages now spend a lot of leisure time each day being inactive, for example, watching television or working at a computer. To burn calories, spend more time in activities like walking to the store or around the block. Use stairs rather than elevators. Less sedentary activity and more vigorous activity may help you reduce body fat and disease risk. Regular exercise and wise eating habits are more important than watching the weight scales. Maintaining weight is equally important for older people who begin to lose weight as they age. Some of the weight that is lost is muscle. Maintaining muscle through regular activity helps older people reduce the risk of falls and fractures.

C. Choose a diet low in fat. Fat, whether from plant or animal sources, contains more than twice the number of calories of an equal amount of carbohydrate or protein. Choose a diet that provides no more than 30 percent of total calories from fat. Fats contain both saturated and unsaturated fatty acids. Saturated fat raises blood cholesterol more than other forms of fat. Reducing saturated fat to less than 10 percent of calories will help you lower your blood cholesterol level.

D. Use sugars in moderation only. Americans average 120 pounds of sugar a year in their diet. Sugars are carbohydrates. Dietary carbohydrates also include the complex carbohydrates starch and fiber. During digestion all carbohydrates except fiber break down into sugars. Americans eat sugars in many forms, and most people like their taste. Some sugars are used as natural preservatives, thickeners, and baking aids in foods; they are often added to foods during processing and preparation or when they are eaten. Read food labels carefully to avoid products that contain additional or unneccesary sugar.

E. Use salt and sodium in moderation. Some people add salt and salty sauces, such as soy sauce, to their food at the table, but most dietary sodium or salt comes from foods to which salt has already been added during processing or preparation. Sodium is associated with high blood pressure. In the body, sodium plays an essential role in regulation of fluids and blood pressure. Many studies suggests that people at risk for high blood pressure may reduce their chances of developing this condition by consuming less salt or sodium. Some questions remain, partly because other factors may interact with sodium to affect blood pressure.

F. Adults who use alcohol should do so in moderation. Alcohol is very low in nutrients and can damage every body system.

Nutritional needs are affected by the various stages of the life cycle. The family life-cycle stages are often defined by the age of the oldest child in the family. The stages are as follows: couples or first married-no child in the union, preschool-children but not in school, schoolage-oldest child between 6-12, adolescent-at least one teenager, launching-first young adult leaves home, empty nest-abscence of children in home, and retirement and aging-working family has retired. Each stage varies in some nutritional serving needs because of activity change, age change, growth speeding up or slowing down, etc.

Individual health needs or concerns may require a special diet. Certain physical conditions have special nutritional requirements. Specific conditions such as hypoglycemia, diabetes, vegetarianism, pregnancy, and being extremely athletic are examples of special diet needs. Any other information about each of these diet situations can be researched individually as the need arises.

Resources:

Consumer Information Center-Copy of *Dietary Guidelines for Americans*. Dept. 378-C Pueblo, CO. 81009-bulletin#320E

Pruitt, B.E., Kathy Teer Crumpler and Deborah Prothrow-Stith. **Health Skills for Wellness.** Englewood Cliffs, New Jersey: Prentice Hall, 1994.

U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Nutrition and Your Health: Dietary Guidelines for Americans, Fourth Edition*. Washington, D.C.: GPO, 1995.
http://www.nal.usda.gov:80/fnic/dga/dguide95.html

US Department of Health and Human Services. http://www.hhs.gov/progorg/

UtahLink. *Nutrition and Healthy Lifestyles*: THE SEVEN DIETARY GUIDELINES. **Utah State Office of Education**. 1997.
http://www.uen.org/cgi-bin/websql/lessons

Wellness Web, The Patient's Network. *The Food Guide Pyramid*. Infoseek. 1998.
http://wellweb.com/nutri/food_guide_pyramid.htm

Learning Activities

1. List and categorize dietary guidelines.

a. Divide into five groups. Each group selects one of the food groups from the food pyramid. Make a mobile to hang in the classroom to show examples of that food group and the number of necessary servings per day. Appoint a presenter to give a presentation to the class. Begin with the group with the largest number of servings and move to the smallest, connecting each group together and making an inverted triangle.

b. Divide into groups of five or six and plan a five-day, back-packing trip in the mountains. You will have to carry your own food and water. What kinds of food would you take to meet your nutritional needs? Present your plan to the class and explain how your choices fit with the USDA guidelines.

c. Using the dietary charts from health and nutrition books or Internet research, plan three meals for a teenage female who dislikes dairy products to assure her calcium needs are not being neglected.

d. Make a chart, as individuals, to be posted in other classes showing the dietary guidelines for wellness.

2. Compare and contrast willness issues for various stages of the life cycle.

a. Divide into groups of two and four. Select an appropriate stage of the life cycle. Make up a family name and a list of characteristics to fit that stage and present to the class.

b. Write your own definition of wellness on a sheet of paper, fold the piece of paper and give it to the next person. That person in turn adds or crosses out any part of the original definition of wellness that doesn't fit. A total of four students may add to the piece of paper. Shuffle definitions and read each to class.Vote on the most complete definition. Describe a stage of the life cycle. Re-read your definition to determine if it applies to this stage. Revise if necessary until your definition is appropriate for any stage.

c. As a class, name TV shows that cover a certain stage in the life cycle. Describe how the characteristics of the TV characters illustrate the specific stage of the life cycle.

Discussion Topics

Is one part of the life cycle better than others? Why or why not?

Are there any ways to improve on one phase of the life cycle?

Approximately how many years is each cycle?

Which cycle is longest? shortest?

3. Describe nutritional needs at various stages of the life cycle.

a. Using the Food Guide Pyramid and the Dietary Guidelines for Americans as reference materials, explain the dietary concerns for a person who is a preschooler, young school age, middle childhood, older childhood, teenager, young adult, young married adult, middle adulthood and elderly adulthood concerning nutrition at that stage and why. You may want to view the video *Eating for Life - The Nutritional Pyramid*. The video explains the USDA's nutrition pyramid and is available from the Missouri Resource Center for Career and Technical Education. Request item # FCS video 99.

b. Survey several third graders, eighth graders, twelfth graders and middle-age adults to compare what foods they eat. Consider which age group needs to improve the most on nutritional needs.

c. In small groups, plan a three day menu for one stage in the life cycle.

d. Divide into groups of five or six and select one stage of the life cycle. Cut an eight inch triangle out of cardboard. Label each side of the triangle as physical, mental and social health. Make a hole in the center of the triangle and tie a piece of string through the hole. Each group will cut about 10 pictures that illustrate good health and glue them to cardboard. Tape a string to the center of each of the pictures and tape the other end to the appropriate side of the triangle. Hang up the triangle to determine if it is balanced.

Discussion Topics

Should the triangle hang balanced?

What is indicated when the triangle is not hanging evenly?

Can we control the balance? If so, how?

e. Work in small groups with the following scenario: Your friend eats a diet high in calories, fat and sugar with low nutrients and smokes cigarettes. He says he knows these behaviors are not harmful because he feels fine. Decide as a group what the response to this person should be, and make sure to include a definition or understanding of wellness in the response.

Discussion Topic

How could you help this friend improve on these behaviors?

4. Develop a nutritional guideline for someone with special dietary needs.

a. List physical conditions that may require special diets. Some may include diabetes, hypoglycemia, high blood pressure, pregnancy or cancer. Develop a nutritionally sound meal plan for someone for three days.

b. Class discussion for this scenario: Teresa has just learned she has hypoglycemia and should avoid sweets. She is used to eating a candy bar every day after school. Create a meal plan for Teresa that will accommodate her dietary condition for three days.

c. Divide into small groups and research information on lifestyles choices. Examples of these would be all areas of vegetarianism or being very athletic. Discuss how these individuals would adapt food choices to meet dietary guidelines.

Assessment

Paper and Pencil

1. Draw your own Food Guide Pyramid and label each section, add servings and give two food examples for each section.
2 Follow up on Learning Activity 3(a) by completing the quiz included with the video.
3. Write a comparison of the concerns a young adult might have about their wellness as compared to a person reaching retirement age.
4. Write three paragraphs about one special diet a person may choose or need in their lifetime.

5. Journal exercise: Document all foods you eat for one week. Chart your nutritional intake and evaluate how well you met dietary guidelines. What changes might you need to make?

Classroom Activities

1. Divide into small groups and select an age group or special dietary need to research. Review magazine or television advertisements for food products. Evaluate how accurate the ads are in providing consumer information related to food choices, taking into account the age group or special need you have selected. Identify concerns or criteria a person should use when reading or viewing similar advertisements. Make a class presentation based on your findings. Use a poster or edited video tape to display the materials you reviewed. Develop a scoring guide to assess the presentation and report.
2. Invite a nutritionist to talk about dietary needs during weight loss or athletic training. Develop a meal plan for one month which combines caloric needs as well as nutritional balance.
3. **FCCLA Activity.** Expand Learning Activity 1(b) to demonstrate selection of foods, food storage, and understanding of the dietary guidelines by giving an illustrated talk showing how to pack a backpack with appropriate food for five days of heavy physical exertion with no refrigeration. Develop a scoring guide in advance to identify qualities of a successful presentation.
4. Expand Learning Activity 3(b) by making a chart or graph to compare the actual food intake from your survey to the *Dietary Guidelines for Americans*. Use percentages to show the comparison of the actual intake to the recommendations.

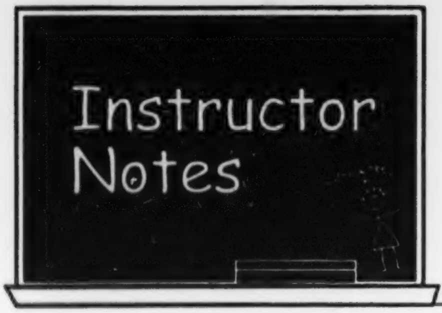
Application to Real-Life Settings

1. **FCCLA Activity.** Work as a class to make illustrations concerning one objective (e.g., dietary guidelines) of this unit and give a short presentation using these illustrations at a Parent-Teacher Meeting. Take pictures and write news articles and fill out the form for the Community Service Project in FCCLA.
2. **FCCLA Activity.** Develop an illustrated talk for first graders focusing on food choices for a balanced diet.
3. Visit a local hospital. Meet with the staff dietician to discuss the nutritional needs of patients during hospitalization.

Family Life-Cycle Stages

Family life-cycle stages are often defined by the age of the oldest child, because this child usually introduces the family to a new series of developmental changes.

1. Couples - Couples are usually concerned with developing and negotiating individual and family goals and lifestyles. These families do not have children.
2. Preschool - Young children have not yet entered school. The family is oriented toward the child's growth and development.
3. School Age - The oldest child is between 6 and 12 years of age and has entered school.
4. Adolescent - The family now has a teenager and much attention goes toward dealing with him or her, as well as the family's change. At the same time, the family is preparing the adolescent to leave home.
5. Launching - Young adults begin to leave home to establish identities and roles outside the family unit. Parental roles and rules change and the family is occupied with successfully launching its children.
6. Empty Nest - Families are defined by the absence of children in the home. Parents still hold former roles as employees and homemakers but the family is oriented toward the couple's needs and establishing different relationships with children and grandchildren.
7. Retirement & Aging - Working family members have retired. Residential changes may be made necessary by illness, frailty or death of a spouse. Parenting and grandparenting roles continue.



Facts, Figures, Resources & Ideas

Additional Internet sites for resources and ideas.

http://www.facse.org/
Family and Consumer Sciences National Standards

http://www.wellweb.com/nutri/dietary_guidelines.htm
Wellness Web article with statistics on how Americans measure up to the dietary guidelines.

http://www.nal.usda.gov/fnic/dga/
Food and Nutrition Information Center with dietary guideline information.

http://www.shapeup.org/
Cyberkitchen and other resources.

http://www.olen.com/food/
Food Finder, based on the book *Fast Food Facts* by the Minnesota Attorney General's Office.

http://www.ganesa.com/food/
Food Pyramid Guide.

http://www.nal.usda.gov/fnic/cgi-bin/nut_search.pl
Search the USDA Nutrient Database for standard references.

Unit 1 Overview

Practical Problem:

How do I recognize, respond or prevent accidents and health emergencies?

Competency:

Describe health emergency procedures. (G-1)

Develop accident/injury prevention strategies for personal, home, family, and community health. (G-2)

Enabling Objectives for Mastery:

1. Outline health emergency procedures.
2. Identify safety guidelines for automobiles.
3. Describe precautions for individuals to prevent falls.
4. Compile a list of safety devices that can protect the body.
5. Develop a safety checklist for the home.
6. Describe recreation safety procedures for the family.
7. Identify community emergency procedures.

Teacher Background Information

Rationale

Most household accidents result from falls, fires, poisons, and electricity. Everyone in the household is responsible for keeping the environment safe. Most accidents can be prevented by taking safety precautions and by being aware of hazards. Students will learn to recognize potential safety problems, and appropriate ways to respond in an emergency.

Background

Emergency Situations:

According to the American Red Cross, about two million people are hospitalized each year because of injuries, and injuries result in nearly 142,500 deaths each year. Most fatal injuries occur in the home. Injuries include fire, falls, poisoning, drowning and electrical shock.

In addition, more than 70 million people in the United States have cardiovascular disease. Cardiovascular disease causes about 1 million deaths in the United States each year. Responding quickly and appropriately in this emergency situation can save someone's life.

In any emergency situation, whether it is injury or heart-related, everyone should know what procedures to take.The first step is to recognize an emergency. Some signals include unusual noises, sights, odors or behaviors. Once you recognize an emergency, you must then decide whether to help or not to help, and then how to help.

Maintaining a Safe Environment

There are many reasons people decide not to act in an emergency. Often people are not comfortable performing in the presence of others, or they are uncertain how to help the victim. They may also be concerned with contracting diseases. In today's society the threat, or fear, of being sued is also a concern.

Once a person decides to help they should follow three steps. The steps are:

1. **Check:** Check the scene and make it safe. Do not put another life at risk. A dead hero is no good for anyone. Examples of making the scene safe would be to stop traffic and turn off electrical power if it is life threatening. When checking the scene, you should try to take in information or clues about what has happened. The more you know about the situation the better prepared you will be to help.
2. **Call:** Call 911 or your local emergency number. Remember, not all communities will have the 911 emergency system. It is important that you give as much information as possible. Answer all the questions the dispatcher asks and do not hang up until the dispatcher hangs up. Calling for emergency assistance is often the most important action you can take to help.
3. **Care:** Care for the life-threatening emergencies first. Watch for breathing difficulties, consciousness, and any unusual behaviors of the victim. If the victim is conscious, ask permission to give care. Reassure and keep the victim calm. Do not leave the victim alone, or let them drive. Injuries are predictable and most can be prevented by reducing risk factors. There are general strategies for prevention. Persuade and/or require people to change their behaviors and provide protection devices whenever possible.

Highway Safety:

The Missouri safety belt law, and drinking and driving law are two methods the state uses to require people to change their behaviors. Safety belts prevent you from being thrown out of the car in a crash and it keeps you from hitting the interior of the car or windshield. You must wear a seatbelt even if you have an airbag. Seat belts save lives, yet many people choose not to wear them. According to the Missouri safety belt law, the driver is responsible for seeing that all of his/her passengers are buckled up.

The Missouri Division of Highway Safety indicated 23% of all fatal traffic crashes involved young drivers. A total of 272 persons were killed in 1996, and 26,839 were injured in traffic crashes involving young drivers. In 1996, one person was killed or injured in young driver related traffic crashes every 19.4 minutes in the state of Missouri. Of all fatal traffic crashes, 26% were drinking related. Three out of four traffic deaths occur within 25 miles of home. Four out of five crashes occur at speeds less than 40 mph. Without seat belts, people have been killed at speeds as low as

12 mph. The Missouri drinking and driving law for youth is:

If you are under the age of 21, you will lose your driver's license for 90 days if found guilty of any of the items listed below. If you are under age 16 and found guilty of any of the items listed below, you will have to wait until you are 17 to receive a driver's license. If you are found guilty of any of the following items two or more times, you will lose your license for one year:

- *any alcohol-related traffic offense, such as DWI or driving with excessive blood-alcohol*
- *possession or use of alcohol while operating a motor vehicle*
- *possession or use of a controlled substance (illegal drug)*
- *modification, alteration, or misrepresentation of a driver's license*
- *being a repeat offender of possession or use of alcohol by an individual under the age of 18*
- *violation of any state law or country or municipal ordinance involving alcohol or substance possession and /or while operating a motor vehicle.*

Home Safety:

Small children and the elderly are prone to falls. Simple safety procedures may reduce the risks of falls. Suggestions to minimize falls include:

- tack down loose carpet and throw rugs
- keep stairways well-lighted and free of objects; and secure handrails
- use non-skid mats and rails in the bathtub and shower
- use a stepladder for reaching items that are in high places
- maintain outside steps and walks
- protect porches, balconies, and other elevations by rails, bannisters or gates

Protective equipment is available to protect the head, face, eyes and mouth. You should wear the protective devices when engaging in most types of sports and recreation. Head injury is the most common result of bicycle crashes, which is why it is important to wear a helmet.

Most accidents in the home can be prevented. "An ounce of prevention is worth a pound of cure." Some hazards to look for include fire hazards, electrical shock and poisoning. Fire is the most dangerous household risk; however, most fires are preventable. The key to fire prevention in the home is detecting hazards and developing an effective escape plan for the family. Smoke detectors should be placed on every level of the home and outside of sleeping areas. Smoke detectors should be tested monthly. Change the batteries of the smoke detector every time you set your clock for "Daylight Savings Time." Have a written plan of escape and practice the plan with the family before an emergency occurs. It is important that the plan designate a meeting place for the family to gather. Keep several working flashlights handy and a fire extinguisher in the kitchen (most homeowner insurance policies require smoke detectors and fire extinguishers).

Recreation Safety:

Prevention and planning are necessary to keep family outings safe and fun. It is necessary for all family members to learn safety rules specific to their activity before getting started.

Community Emergency Procedures:

Most communities have emergency sirens to warn of potentially dangerous weather. When severe weather conditions exist the National Weather Service will issue a watch and/or a warning. A watch means the conditions are favorable for the development of an emergency situation. A warning means the emergency is occurring. It is followed by specific instructions for safety. Take action immediately.

References:

American Red Cross Community First Aid and Safety. American Red Cross, Mosby Lifeline Mosby - Year Book, Inc., St. Louis, MO., 1993.

FHA/HERO Focus on Family Safety. Future Homemakers of America, Inc. Reston, VA., Spring 1994.

Fuel For Your Head. Missouri Division of Highway Safety, Department of Public Safety, Jefferson City, MO.

Lewis, Barbara A. *What Do You Stand For?* Free Spirit Publishing Inc. 1998.

Merki, Don, Ph.D. and Mary Bronson, Ph.D. Health: A Guide to Wellness. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Personal and Family Wellness: Family and Consumer Sciences. Kansas State Board of Education, March 1996.

Learning Activities

1. Outline health emergency procedures.

a. Draw a 3x5 card with an emergency procedure or a situation printed on it. Line up in sequential order.

Teacher Note: Card 1: Recognize. Card 2: You are outside painting the house when you hear the sound of breaking glass, crashing metal, and screeching tires. Card 3: Decide to act. Card 4: You have recognized an auto accident at the nearby intersection. You have decided to help with the emergency. Card 5: Check the scene. Card 6: You have made your way to the intersection. Now you must make sure the scene is safe for you and other bystanders. Card 7: You need information. Look the scene over and answer the following questions. Card 8: Is the scene safe? What happened? How many victims are there? Can bystanders help? Card 9: Check the victim. Card 10: You find a victim that has been thrown from one of the automobiles. There is no danger to the victim, but the victim is unconscious. You tell the bystanders not to move the victim. Card 11: Call 911 or your local emergency number. Often this is the most important action you can take. Card 12: Care for the victim. — These cards are listed in the correct sequence, so be sure to shuffle them well before giving them to the students.

Discussion Topics

Where could a person go to obtain training in first aid?

Why is it important not to move a victim who is not in a life-threatening situation?

Do states have laws protecting people from being sued when helping in emergency situations? What about your state?

b. Visit a fire station or invite an EMT to class to demonstrate emergency procedures you can use if you think someone is having a heart attack. Provide information about emergency procedures to follow until trained professionals arrive on the scene.

2. Identify safety guidelines for automobiles.

a. Write a short story that describes unsafe decisions made about driving. Share your story with the class.

Discussion Topics

What are some common elements in your stories? Were safety belts used?

How are other people affected by driving decisions made by others?

How can tragedies be prevented?

What can be done to increase the use of seatbelts, reduce drinking and driving, or speeding in our country?

3. Describe precautions for individuals to prevent falls.

a. Divide into groups and each group selects one room of the house or an outside area. Draw a floor plan for this room/area and identify possible hazards that could cause a fall. Devise a solution to make the area safe.

b. View the video *Think Safe Video Series - Accidents* available from the Missouri Resource Center for Career and Technical Education item #FCS video 132. This video educates students about the importance of accident prevention and safety. Discuss which accidents could occur in your home and what you can do to make your home safer.

4. Compile a list of safety devices that can protect the body.

a. (Carousel activity) Write the following topics on large charts. Form teams - one per chart. Each team selects a different color marker. On "go," teams brainstorm while one team member writes on the chart everything the team knows about the topic. On "stop," the team moves to the next chart. The marker is passed to a different team member who will record. The team should add anything new to the chart. Teams cannot repeat what has already been listed. Repeat process until all teams have had a chance to respond to each chart.

TEACHER NOTE:

Topics: How to prevent falls.

How to protect the head, face, eyes and mouth.

How to prevent accidental poisoning.

Safety guidelines in the kitchen.

Safety guidelines in the bathroom.

Safety guidelines outdoors.

After each team has had a chance to respond to each chart, discuss as a class the findings. Students may add new information when discussing.

---

5. Develop a safety checklist for the home.

a. **FCCLA Activity.** Plan and conduct a chapter fundraiser to sell First Aid Kits. Organize a resource list for various types of First Aid Kits. (e.g., camping, new parents, in the car, or for general household use). Gather information on the prices of the items for each kit. Take orders for the various kits, assemble the kits and deliver. Use the FCCLA Planning Process to set up this activity.

b. Develop a list of emergency telephone numbers for your local community services. Identify the name, telephone number and description of the emergencies each group handles.

c. View one video from the *Think Safe Video Series* - available from the Missouri Resource Center for Career and Technical Education. Discuss as a class: *Electricity* - FCS video #129; *Fire* - FCS video #130; *or Home Security* - FCS video #131.

6. Describe recreation safety for the family.

a. Write down your family's favorite recreational activity. Describe specific safety measures that should be taken when participating in the activity. Pair with another student and share information. Pairs then report to the class about activities and safety tips.

Discussion Topics

Why are people more likely to have an accident when they are enjoying themselves?

What are some safety guidelines for recreation activities?

What programs are available for people to learn safety guidelines for various recreation activities?

7. Identify community emergency procedures.

a. Work in teams to research the disasters most likely to occur in your community. Contact city officials and investigate what emergency plan of action is in place.

Discussion Topics

What types of disasters are more likely to occur in your community?

Who decides what procedures to follow in the community emergency procedure plan?

What are the warning signals in your community?

Have certain buildings or locations been specified for emergency shelter?

If shelters have been designated, where are they located?

What type of first aid might be necessary?

Assessment

Paper and Pencil

1. Keep a journal answering discussion questions.
2. Stage a mock emergency in the classroom. Students write about what happened and describe ways the emergency situation could have been handled.
3. Working independently, create a safety checklist poster or brochure using the information gathered which addresses home safety issues.

Classroom Experiences

1. **FCCLA Activity.** Plan and conduct a safety fair. Invite organizations relating to various types of safety to display, demonstrate, and provide materials for students, faculty, parents and community members.
2. Design posters with safety themes to display and use in school and community.

Application to Real-Life Settings

1. Schedule a weekend CPR training, first aid safety training, or water safety session through the local chapter of the American Red Cross for all interested students in the school.

Unit 2 Overview

Practical Problem:

How do I interact with others to negotiate, solve problems and avoid conflicts?

Competency:

Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitive situations. (G-3)

Demonstrate strategies for solving interpersonal conflicts without harming self or others. (G-4)

Demonstrate methods of avoiding threatening situations. (G-5)

Enabling Objectives for Mastery:

1. Identify the refusal style that is most effective.
2. Define proactive.
3. Identify ways to resolve conflicts peacefully.
4. Demonstrate ways to resolve conflicts so no one gets hurt.
5. Describe techniques to avoid violent situations.

Teacher Background Information

Rationale

Poor communication skills are a leading cause of conflict among teens, families, and even countries. The ability to communicate thoughts, expectations, needs, and feelings is vital to avoiding conflict. Many teens lack the communication skills or self-confidence needed to face these conflicts so they turn to self-destructive behaviors to avoid resolving conflicts. Some may try to deny a problem exists or avoid resolving the problem by becoming involved in a dating relationship to turn their focus from the problem to another person. Others may try to run from the problem either by running away, or by turning to alcohol and drugs. Still other teens may attempt to escape from conflict by attempting suicide. Teachers, school counselors, family doctors, and religious leaders are available in every community, and they can help students find other more specialized help when necessary. Sometimes conflict cannot be avoided. Therefore, students need skills to effectively handle these uncomfortable situations in positive and acceptable ways.

Violence is also a growing concern for teens. Domestic violence, dating violence, and gang violence are just a few examples that make headlines almost on a weekly basis. Violence is any act that causes harm to another person.

Background

Refusal & Conflict Resolution Skills:

There are three refusal styles:

- **Passive:** speaks softly
  - doesn't stand up for own rights
  - goes with the flow
  - pushovers
  - poor eye contact and posture
  - not convincing
- **Aggressive:** speaks loudly
  - causes negative reactions
  - rude or impolite
  - pushy
  - physical or verbal force
  - adds more problems
- **Assertive:** speaks clearly
  - stands up for themselves
  - direct and honest
  - role model for others
  - sounds confident
  - good eye contact and posture

Being proactive means taking control of the situation or conversation by being assertive. When you are reactive you let the other person be in control of the situation or conversation.

Conflict in general isn't a problem. It is the behaviors that go along with conflict that create problems. Verbal and non-verbal behaviors often get in the way of peaceful conflict resolutions. Common ways people resolve conflict are by avoiding, accommodating, competing, compromising or problem-solving.

Avoiding occurs when someone chooses to do nothing or withdraws from the conflict. In this style of conflict resolution things may get worse than they already are, and no one learns from the situation.

Smoothing or accommodating occurs when one party gives in to the disagreement to resolve the conflict quickly. The conflict gets settled, but the needs of at least one person are neglected. One person gets hurt and the other person gets his/her own way. People involved in this form of conflict resolution often feel taken advantage of.

Forcing or competing is when one person makes the other person give in by using manipulation techniques (teasing, guilt trips, bribery, threatening, blackmail, etc). By intimidating others, the dominant person wins at the other's expense. This usually creates bad feelings between the two people.

Compromising to end conflict allows each person to give up something to resolve the conflict. Each person bargains so that each side obtains partial victory.

Problem-solving means that the resolution is viewed as a problem not a contest to be won. The needs of both sides are considered when working together to find a solution. In this style of conflict resolution the conflict becomes a learning situation and each party leaves with respect for the other. It is often the most difficult style of resolution, but it is the most rewarding.

Communication is often the key to resolving conflict peacefully. Learning to use "I" messages, listening skills, and talking about the problem before it grows into a major battle are important skills in conflict resolution.

Maintaining a Safe Environment

In violent situations, always be alert to your surroundings. Today, teens are the majority of the population affected by violent crime. Many factors contribute to the rise of violence against teens including drugs, alcohol, poverty, drop out rates, television violence, racial tension and the breakdown of the family.

Personal safety means using common sense and precautions. Basic rules of personal safety include:

- don't walk alone after dark
- tell someone where you are going
- walk with confidence
- avoid wooded or dark alleys
- never get into a car with a stranger
- do not give out personal information to strangers
- use well-lighted sidewalks
- never hitchhike
- be alert to your surroundings
- have your keys ready when going to your car
- stay in heavy populated areas

References:

FHA/HERO Focus on Family Safety. Future Homemakers of America, Inc. Reston, VA., Spring 1994.

Lewis, Barbara A. *What Do You Stand For?* Free Spirit Publishing Inc. 1998.

Liddell, Louise A. and Yvonne S. Gentzler. *Building Life Skills*. Tinley Park, IL: The Goodheart-Willcox Company, Inc. 1999.

Merki, Don, Ph.D. and Mary Bronson, Ph.D. *Health: A Guide to Wellness*. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Personal and Family Wellness: Family and Consumer Sciences. Kansas State Board of Education, March 1996.

STAR: Students Taught Awareness and Resistance. University of Southern California, The Ewing Marion Kauffman Foundation, Project STAR, and Project I-STAR, Kansas City, MO: 1989.

Learning Activities

1. Identify the refusal style that is the most effective.

a. Use a 3x5 card to write one example of a request made by a peer that you would refuse. Do NOT write your name on the card. Sometimes the pressures to do something may be slight, while other times very strong. Collect and shuffle the cards. Break into teams to explain how the situation could be handled in passive, aggressive, and assertive manners. Teams report their ideas back to the class.

Discussion Topics

Do you think there are times when passive or aggressive behavior is required? Why or why not?

Which style would be the most effective? Why?

Have you ever said "yes" to someone when you really wanted to say "no"? Why?

What are some consequences of being passive? Aggressive?

Which style is less likely to hurt someone?

b. Martin Luther King, Jr. once said, "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy." Reflect on this comment as it might relate to saying no to a friend who is trying to persuade you to do something you don't want to do. Discuss as a class what Dr. King might advise you to say to your friend who challenges you to do something you don't want to do.

c. View the video *Group Dynamics - Why Good People Make Bad Decisions* which explores the psychology of group behavior. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 103.

2. Define proactive.

a. Divide into teams. Write a definition for proactive on a small piece of paper. Share definitions and through consensus of team, develop a team definition for proactive. Then develop an overall definition as a class.

Discussion Topics

How is proactive different from reactive?

How does problem solving relate to being proactive?

What type of situations require you to be proactive?

Why is it a good idea to practice being proactive?

b. Use **Responding Proactively** Activity Sheet for role playing.

Discussion Topics

Who was in control of the conversation? Why?

At what point in the conversation or situation did the person refusing take control? Is it easier to refuse proactively than you thought it would be? Why or why not?

What would you suggest that could help a person be more successful at refusing?

c. View the video *The Problem With People Pleasing* available from the Missouri Resource Center for Career and Technical Education item #FCS video 106. Discuss situations from the video that you have handled.

3. Identify ways to resolve conflict peacefully.

a. Brainstorm typical teen conflicts and list them on the board. Write a skit involving three teens having a conflict based on a topic from the list. Role play ways to resolve the conflict peacefully using respectful communication skills.

b. Find a letter, song, or poem written about a conflict that was not settled peacefully. Read the work to the class. Discuss your feelings about the events and consequences described after hearing several students' contributions. Were there peaceful alternatives that were not chosen for these situations?

c. View the video *Students Workshop - Conflict Resolution* which teaches students conflict resolution skills. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 140.

4. Demonstrate ways to resolve conflict so no one gets hurt.

a. Create a commercial for television illustrating ways to resolve conflict peacefully and detour possible violence.

Discussion Topics

How can conflicts be helpful?

How can conflicts be destructive?

How can people with differences manage conflict?

How does effective communication skills affect conflict resolutions?

b. View the video *Anger - You Can Handle It* which describes feelings of anger and appropriate behaviors. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 120.

5. Describe how to avoid violent situations.

a. Read the following "Dear Abby" column and have students answer the question as "Dear Abby" might. Answers should include several tips on personal safety.

Dear Abby:

I am a 17 year-old female and I have the opportunity to travel around the United States making presentations to FCCLA chapters. I travel frequently at night and spend time alone in unfamiliar cities. I also enjoy using the internet in planning my agenda and sometimes use the "chat" sites.

What tips could you give me for personal safety? I want to enjoy my opportunities to travel and meet new people, but I do not want to become a victim of crime.

"Safety Sakes Sally"

Assessment

Paper and Pencil

1. Keep a journal answering discussion questions.
2. Stage a mock conflict in the classroom. Students write about what happened and describe ways the conflict could have been handled.

3. Write your own poem, story, song, etc. that describes the consequences of not choosing peaceful solutions to conflict.
4. Complete the **Thinking It Over** worksheet about anger.

Classroom Experiences

1. Expand Learning Activity 1(b) by selecting other famous leaders from history. Quote them or a story about them, and try to imagine what advice they would give you today if you faced a similar situation. Display posters or other drawings of the quotes and stories around the room. Make a presentation to the class telling the story or quote, and relating it to a situation today.

Activity Sheet Name ______________________________

Responding Proactively

Directions: Below you will find situations where someone is trying to influence you to use alcohol, drugs or do something else you do not want to do. With a partner, choose one of the situations and write a brief script on a piece of scratch paper showing a dialogue between two people (e.g., Person #1, Person #2). First show how you would refuse the request in an ASSERTIVE but REACTIVE way. Then, develop a second script you would refuse the same request in a PROACTIVE way.

1. You are walking down the hallway at school. Your friend walks up to you and asks you if you want to sneak outside and smoke a cigarette with him or her. How would you refuse in a proactive way?

2. It is Saturday. You are at the park with a group of friends playing volleyball. It is really hot out and you all decide to take a break. Your friend walks over to the cooler and offers you a beer. How would you refuse in an assertive but reactive way? How would you refuse in a proactive way?

3. You have just finished eating lunch at school. The bell is about to ring. Your friend comes up to you and asks you if you want to skip next period with him or her. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

4. You are in science class. The teacher has just passed out the chapter test and everyone has begun working on it individually. One of your friends didn't study and he or she is trying to cheat off your paper. He or she quietly asks you what you got for one of your answers. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

5. Your teacher has given you a hall pass to go to the restroom. As soon as you walk in you notice one of your classmates smoking a cigarette. He or she offers you one. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

6. You are in the lunch line at school. Your friend standing behind you asks you if he can borrow a couple of dollars. You are tired of loaning him money because he never returns it. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

7. You are at a friend's party. Someone at the party walks up to you and congratulates you for getting one of the few "A's" on the math test. He tells you that you deserve a beer. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

8. Your parents are not at home. Your older brother or sister, who is supposed to be home studying for a test, wants to go out with a few friends. When your parents call, your brother or sister wants you to lie for him or her and tell your parents that he or she is over at friend's house studying for a test. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

9. You are walking home from school. A person whom you just met a couple of weeks ago at school comes up to you and asks you if you want to buy some marijuana. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

10. You are shopping with a friend for a birthday present. You find the perfect gift, but you don't have enough money to buy it. Your friend suggests that you just put it under your jacket and walk out of the store without paying for it. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

11. You are at the movies with a friend. The movie has just let out. Your friend asks you to sneak into the theater next door while the usher is not looking. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

12. One of your friends is really upset. He or she confides in you and tells you something personal that he or she doesn't want you to repeat. Another friend, who sees you talking to this person, comes up to you later and asks you to tell him or her what was said. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

13. It is Sunday night. Your friend calls you on the telephone and tells you he or she didn't have enough time to do his or her biology homework. Your friend asks you to help him or her by giving out the answers. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

14. School has just let out. You and your friend just missed the bus. Your friend suggests that you hitchhike home. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

15. You are in the cafeteria line at school. Your friend notices that the cashier is away from the register. Your friend suggests you sneak out without paying for the food. How would you refuse in an assertive but reactive way? How would you respond in a proactive way?

Name ______________________________

Thinking It Over

List some of the feelings you have when you are angry and describe the behaviors you use to respond to your anger. After thinking it over, do you need to change your responses to more appropriate behavior? How can you do this?

The Facts Say...

After Thinking It Over, I say...

Unit 1 Overview

Practical Problem:

How do I access and evaluate health-related information, products, and services?

Competency:

Discriminate between reliable and unreliable health information, products, and services. (H-1)

Analyze data from multiple sources to make informed decisions about health information, products and services. (H-2)

Describe factors that influence personal selection of health-care resources, products, and services. (H-3)

Demonstrate the ability to access individuals and agencies that provide support and protection. (H-4)

Compare costs and benefits of available health-care coverages. (H-5)

Enabling Objectives for Mastery:

1. Evaluate sources of information.
2. Describe advertising techniques used by advertisers to market products.
3. Identify warning signs that a product may be fraudulent.
4. Describe factors that influence choices of products and services.
5. Compile a list of government agencies that provide reliable information.
6. Differentiate between group and individual health-care coverages.
7. Identify sources of health-care coverages.

Teacher Background Information

Rationale

Americans are bombarded daily with health claims and information. Billions of dollars are spent annually to influence consumers to buy particular products or services. Teens are often targets of advertising. Manufactures know that if a person is persuaded or hooked during the teen years to buy their products, they will benefit over a lifetime. Advertisers also know that teens can influence consumer decisions made by their parents.

Approximately 50 million Americans will go on a diet this year. Weight-loss programs are one of the most lucrative areas for fraudulent products. Consumers spend millions of dollars annually on weight-loss products.

Background

To evaluate health information for reliability you should ask the following questions:

- What are the credentials of the author?
- Is this information provided for the consumer to be more informed or to sell a product?
- How was the research backing the information conducted?
- How was the research funded?
- Is the information current?
- Is there small print? (Be sure to read it carefully.)
- Is there misinformation on basic facts in the presentation?
- Does the person use emotional tactics to try to convince the audience?

Advertisements use a variety of techniques to sell products. Companies spend billions of dollars annually to advertise their products. The following are typical techniques used by advertisers:

Celebrity endorsements - famous people are used to promote a product. An example would be Cindy Crawford promoting Pepsi products or various athletes on boxes of Wheaties cereal.

Expert opinion - an apparent expert promotes a product relating to their field.

Testimonial - a person describes how a product has been valuable to them.

Image - convey the idea that we can change our image by buying a particular product. The image portrayed will become the users image.

Bandwagon - present the impression that a large number of people are buying the product and to be part of the "group" you should buy the product too.

Humor - attention getting, associate the product with smiling, laughing and a good time.

Personal appeal - using provocative poses or physical attractiveness to obtain attention.

Warning signs that a product may be fraudulent includes:

- If it sounds to good to be true, it probably is.
- Beware of words and phrases such as: magical, secret, exclusive, easy, effortless, and guaranteed
- Typical areas of health fraud are weight-loss, cancer, arthritis, or baldness.

Consumers are often influenced by the price of the product or service, convenience, quality, tradition and advertising.

Some of the government agencies that provide reliable information are the Federal Drug Administration (FDA), Federal Trade Commission (FTC), National Council on Health Fraud, and United States Postal Inspection Service Office of Criminal Investigation.

You can file a complaint by telephone, letter, or in person. If you telephone, note the name of the person you talked with, time of day called, date, and a summary of what was said. When sending a letter of complaint, make a photocopy of the letter or carbon copy for your records. If the complaint is not handled by the company, contact your local office Better Business Bureau.

Young adults are the least likely group to have health insurance coverage. There is a growing concern for affordable health care in the United States. Health care coverages are paid individually, through employment benefits, or government insurance programs.

Facilities for outpatient care have gained popularity to decrease health expenses. Expenses are less, and patients often return home the same day.

Group insurance plans are those provided by an employer as a benefit. Employers may pay a part or all of the premiums. Plans can include full coverage (e.g., doctor, pharmacy, dental and eye care, well-baby care). Other plans will only provide the basic coverage. An advantage to group coverages is that membership is based on the group, and not individual medical examinations.

Individual health plans allow a person to select a company based on their particular needs. Individual health plans have higher premiums.

Government insurance programs include Medicaid and Medicare. Medicare is available to people who are age 65 or older, or who have severe disabilities. Medicaid is provided to those who are eligible for most social assistance programs.

Health Maintenance Organizations (HMO) and other types of managed care plans include expenses for preventive health care. Members pay a flat fee and choose doctors who belong to the HMO program.

References

Maedke, Wilmer O., Lowe, Ross E., and Malouf, Charles A. *Consumer Education*, 2nd Edition, Mission Hills, CA: Glencoe Publishing Company, 1984.

Nutrition and Wellness Resource Guide: A Resource for Teaching the Nutrition and Wellness Core Course Area of Ohio's Work and Family Life Program. Columbus, OH: The Ohio State University, 1994

Personal and Family Wellness: Family and Consumer Sciences, Kansas State Board of Education. March 1996

Merki, Don, Ph.D.. And Mary Bronson, Ph.D. *Health: A Guide to Wellness*. Third Ed. Columbus, OH: Glencoe/McGraw-Hill Company, 1993.

Life and Health Insurance: A Teaching Manual. American Council of Life Insurance, Washington, D.C., 1986.

Living in a Material World: Lessons on Commercialism, Consumption, and Environment. Center for the Study of Commercialism, Washington, D.C., Center for Science in the Public Interest, 1996.

Learning Activities

1. **Evaluate sources of information.**
    a. Observe five television, radio and/or magazine advertisements related to health and wellness issues. Evaluate the advertisement using the questions below. Be prepared to share your findings with the class.
        1. List the source of the advertisement.
        2. What is the major topic of the advertisement?
        3. What product was being sold?

4. What advertising techniques was being used?
5. Did the advertisement contain any warning signs of being fraudulent?
   If yes, explain.
6. What is the cost of the product?
7. What was your reaction to the advertisement? (Positive, negative, or neutral?)
8. What age group is the advertisement targeting?
9. List the source of the advertisement.
10. What is the major topic of the advertisement?

b. Use a search engine to find Internet web sites on health topics. Select information on a topic of personal interest. Complete the information below for one source of information. Form groups and share the information.

1. Who is the author?
2. What are the credentials of the author?
3. Who is backing or funding the information?
4. Does the promoter have anything to gain from the information?
5. What is the reason for the publication?
6. What is the date of the publication?
7. Is there small print? If yes, what is the content?
8. Does the publication explain how the research was conducted?
9. What are the references listed?
10. Would you consider this a reliable source? Why?

Discussion Topics

What factors did you consider when deciding if the information was reliable?

How would using this process of evaluation affect the consumer?

What public organizations could you contact if you had questions about the information?

2. Describe advertising techniques used by advertisers to market products.

a. Use magazines to find examples of various advertising techniques. Use the magazine ads to create an informational poster displaying types of techniques. You may want to view the video *Invisible Persuaders - The Battle for Your Mind* which talks about the psychology of advertising. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 122.

b. Work in small teams. Create an advertisement for a product related to health and wellness using one of the advertisement techniques.

Teacher Note: Assign various products or let students choose a popular product of interest to them.

Discussion Topics

What technique was used the most by the members of the class?

Did you identify different techniques being directed to a certain age group? Give an example.

Should there be restrictions for advertising?

What restrictions would you include?

What is the main purpose of advertising?

3. Identify warning signs that a product may be fraudulent.

a. Given the following situation, work as a group to design a web site for consumer education.

You have been employed by the Attorney General's office to create a web site to inform consumers about fraud. The web site must include warning signs that a product or service may be fraudulent, tips for avoiding fraud and a list of offices to contact if you think you have been victimized.

Discussion Topics

What adjectives are used most often in fraudulent advertisements?

What are typical fraudulent or deceptive practices to which you, friends, or relatives have fallen victim?

What are examples of misleading advertising practices?

If you have been a victim of fraudulent activity, how would you make a consumer complaint?

4. Describe factors that influence choices of products and services.

a. Brainstorm some of the reasons people choose certain products and services. Work in teams to develop a survey of what influences a person to select and purchase a product or service. Conduct the survey and compile results. Teams present a summary of their findings, how the survey was conducted and conclusions made by the team.

Discussion Topics

Based on the data collected, are consumers influenced by habits, advertisements, or fads?

What would be the best way to handle making a decision about a product or service?

What are some questions you would ask yourself before making a final choice?

How would family size and income influence choices?

5. Compile a list of government agencies that provide reliable information.

a. Generate a list of government offices to contact if you think you have been victimized. Start by contacting local community organizations. The complete list can be added to the web site in Learning Activity 3(a).

b. Prepare a consumer protection directory for your local community. Include local, state, and federal agencies. The directory should include addresses, telephone numbers and web site address. Give a short description of the problems each agency handles.

6. Differentiate between group and individual health-care coverages.

a. Invite a guest speaker from a local insurance agency to discuss health insurance policies and procedures.

b. Call or visit a local hospital to gather information on the cost of an average outpatient treatment, an overnight stay, visit to the emergency room, and a week long stay. How much will the insurance company usually cover on the average?

Discussion Topics

Why is it important to have health-care coverage?

What expenses are covered by health-care insurance?

What are questions you would want to ask before making decisions about health -care coverages?

7. Identify sources of health-care coverages.

a. Develop a flow chart to illustrate types of health-care and sources of coverages.

Discussion Topics

How does the individual wellness choices affect a person's health-care coverage?

What should you do if your health-care coverage is canceled?

What expenses are covered by Medicare and Medicaid?

How do HMO's help consumers?

What features would you want from health insurance coverage?

Assessment

Paper and Pencil

1. Write an advertisement using one advertising technique.
2. Compare two health insurance policies. Select a policy and write a persuasive presentation to be given to prospective consumers.
3. Complete the **Thinking It Over** worksheet on page 127 regarding access to health care insurance. Include additional statistics and opposing opinions.

Classroom Experiences

1. **FCCLA Activity.** Complete the "Consumer Clout" unit as a Financial Fitness project related to health care costs.

Application to Real-Life Settings

1. Keep a journal recording your purchases of goods and services for one week. Use the questions from Learning Activity 1(a) to analyze why you selected particular products. Identify alternatives or consequences of purchases made.
2. Choose an issue related to health care. Collect various samples of information identifying the issue. Determine whether each source is reliable or unreliable. Make a notebook of sources and cite reliability.

Name ____________________

Thinking It Over

Nearly 14% of the children in the U.S. don't have health insurance. Should the U.S. be responsible for ensuring that all citizens have access to health-care? Or only some citizens? (Which ones?) Who should fund the health-care system?

The Facts Say…

After Thinking It Over, I say…

Unit 1

Practical Problem:

How do I utilize technology and other resources to influence individual and family health policies?

Competency:

Develop skills to affect public policy related to family and individual health. (I-1)

Analyze the impact of technology on individual health. (I-2)

Utilize technology and other resources to influence change in family and individual health environments. (I-3)

Enabling Objectives for Mastery:

1. Identify various agencies that affect or influence public policy issues in family and individual health.
2. Utilize the various government and private agencies to investigate current public policy issues.
3. Investigate the influence of technology on family and individual health.
4. Incorporate technology as well as other resources to bring about change on the family and individual health environment.

Teacher Background Information

Rationale

A healthy and productive society depends on effective public policy in areas concerning family and individual health. The causes of diseases were unknown to the past generations. As we have increased our knowledge, we have learned that many diseases come from unclean or unsanitary conditions. Rules were established to safe guard against these diseases. As individuals we must continue to be involved with policy making that protects family and individual health. New technologies are developed everyday that have a powerful effect on health options. Therefore, students need to learn to utilize technology in this area so they are better prepared to take care of their own and their family's needs.

Background

Public health is the study and practice of protecting and improving the health of people in a group or community. Public policy is created by individual work linking together many groups and resources. A public health system is all the government and private organizations that work to prevent disease and promote positive health behaviors. Public health is managed at the federal, state and community levels. The federal government determines some objectives and the programs are carried out by the state or local community. The local health offices provide many services directly to individuals.

Technology has had a major impact on many different areas of family and individual health. Most of these technological changes are covered by learning to use the computer.

Resources:

Pruitt, B.E., Kathy Teer Crumpler and Deborah Prothrow-Smith. *Health Skills for Wellness.* Engelwood Cliffs, New Jersey: Prentice Hall, 1994.

Merki, Mary Bronson and Don Merki. *Health: A Guide to Wellness.* New York, New York: Glencoe Publishing, 1996.

Learning Activities

1. **Identify various agencies that affect public policy.**
   a. Divide into groups of 2-4 and select a federal agency that deals with public policy services. Use written resources and the Internet to find the official title, the agency's purpose and how to make contact with that agency. Make a class presentation of your findings. Create a small poster to include each group's findings, make copies and post information throughout the community.

   b. Change groups and repeat this assignment using the state agencies in place of federal agencies. Give a brief presentation to the class.

   Discussion Topics

   Why would knowing this type of information about these agencies be beneficial to anyone concerned with individual or family health?

   List specific situations for which some of these agencies would be helpful.

   c. As a class, list the local agencies available concerning health issues.

   d. Divide into small groups to compile a resource list of private organizations including name, purpose and address. Present your findings as a roster or chart to the class.

   Discussion Topics

   What is a person called who wants to influence public policy?

   How does a person go about becoming involved in public policy?

   What might happen if no one got involved in public policy?

2. **Utilize the various government and private agencies to investigate current public policy issues. Some agencies are listed on the Fact Sheet on page 133.**
   a. In small groups, complete a thorough investigation of a specific public policy issue and present to class.

   b. Read Judith Viorst's poem, *If I Were In Charge of the World* included at the end of this unit. Share your ideas about what you would do if you were in charge of the world.

   Discussion Topics

   After hearing the poem, what would you change, if you were in charge of the world?

   How would you go about making the change?

Teacher Note: Examples include: water or air pollution, infectious diseases, safety standards at home or work, hazardous materials, etc.

3. Investigate the influence of technology on family and individual health.

a. Work in small groups to research natural catastrophies and their effects on the environment.

Discussion Topics

What are some natural catastophies?

What government and private agencies were involved with the problem?

What affect on the environment have these catastrophies had?

What natural catastrophies could possibly occur in your community?

b. Conduct a class discussion about ways technology has influenced the environment in regard to family and individual health issues. Record your responses in words, drawings or symbols using a large poster board and colored markers. This will create a collage illustrating technological influences in family and individual health. Label and post in classroom as a reminder.

4. Incorporate technlogy, as well as other resources, to create change in the family and individual health environment.

a. Working in small groups, select one area of health that is influenced by technology. Use the Internet for this research and give presentations to the class.

b. Select a global group involved in health issues and explore the group's goals and how that group meets the need of individuals. (Examples include UNICEF, Red Cross, Peace Corps, World Health Organization, etc.)

Assessment

Paper and Pencil

1. List two federal, state, local, or private agencies and explain the services they provide and to whom, and how to contact each agency. Create a scoring guide prior to the assessment.
2. Select one health issue and describe how someone could influence the public policy concerning this issue. Create a scoring guide prior to the assessment.
3. As individuals, select one public policy issue and write a letter to an agency that could impact that policy. Include reasons and/or statistics indicating the need to change the policy.
4. Brainstorm a list of influences that technology has had on family or individual health during the past decade. Divide into groups of 4-5 and select one topic per group to investigate. Use library or other resources to prepare a discussion on the topic selected by your group. Develop a scoring guide in advance to determine the guidelines for the presentation of information.

Classroom Activities

1. Develop a scoring guide for the presentations given in Learning Activity 1(a) or (b) to assess the content, presentation and cooperation of each group member.
2. Visit a local health care provider or fitness center for a tour to explore current technology related to individual health. Create a chart or timeline of the past decade showing when the current technology became available, what was used prior to its availability and an estimate of how long this technology is expected to be up-to-date.

Application to Real-Life Settings

1. **FCCLA Activity.** Plan and present a community activity explaining how an individual community can implement public policy. Use advertisements to inform the community, include media coverage in the event and develop a pamphlet to give participants. Use this information to enter the FCCLA Community Service program.

Federal Agencies

Agency for Health Care Policy and Research
Centers for Disease Control and Prevention
Agency for Toxic Substances and Diseases Registry
Food and Drug Administration
Health Resources and Services Administration
Indian Health Services
National Institute of Health
Substance Abuse and Mental Health Services Administration
Occupational Safety and Health Services Administration
Department of Agriculture
Environmental Protection Agency
Volunteers in Service to America

State Agencies

Division of Family Services
Division of Mental Health
Division of Social Health
Vocational Rehabilitation
Environmental Health
Social Services
Division of Elderly
Disabilities
Food Safety
Water Safety

Local Agencies

County Health Deapartment
County Sheriff Department

If I Were In Charge Of The World

BY JUDITH VIORST

If I were in charge of the world
I'd cancel oatmeal,
Monday mornings,
Allergy shots, and also
Sara Steinberg.

If I were in charge of the world
There'd be brighter night lights,
Healthier hamster, and
Basketball baskets forty-eight inches lower.

If I were in charge of the world
You wouldn't have lonely,
You wouldn't have clean.
You wouldn't have bedtimes,
Or "Don't punch your sister."
You wouldn't even have sisters.

If I were in charge of the world
A chocolate sundae with whipped cream and nuts
would be a vegetable.
All 007 movies would be G.
And a person who sometimes forgot to brush,
And sometimes forgot to flush,
would still be allowed to be
In charge of the world.

Unit 1 Overview

Practical Problem:

How do I identify careers related to family and individual health and develop qualities essential for working in these careers?

Competency:

Identify career clusters and careers related to family and individual health. (J-1)

Assess personal characteristics and professional requirements for occupations related to family and individual health. (J-2)

Investigate working conditions and income of specific careers. (J-3)

Use effective communication techniques for multiple workplace situations. (J-4)

Examine ethical and professional issues and responsibilities. (J-5)

Evaluate entrepreneurial options related to family and individual health. (J-6)

Enabling Objectives for Mastery:

1. Identify sources of career information in the area of family and individual health.
2. Evaluate personal characteristics and professional responsibilities that enhance a career related to family and individual health.
3. Select a specific career in family and individual health, and investigate the working conditions and income expectations.
4. Create a workplace situation involving positive communication skills.
5. Identify ethical and professional issues and responsibilities in the area of family and individual health careers.
6. Identify entrepreneurial options in careers related to family and individual health.

Teacher Background Information

Rationale

Students will be making career choices at some point in their high school or early adult life, and will begin to understand themselves and their career goals. It is necessary for all students to develop skills in management, problem-solving, communications, and leadership to create a balance for the demands of career and family. In order to do this, they must identify their personality traits, aptitudes, interests, and skills. Furthermore, they need to learn how to evaluate working conditions, income opportunities, and ethical and professional issues. Students also need to be aware of entrepreneurial options available to them in family and individual health careers.

Researching Key Careers

Background

People work for a variety of reasons; at the top of the list is the desire to make money. In today's society income is a priority, but the demand of work may limit or conflict with personal time and family commitments. Career decisions must be made with more in mind than simply money.

A career is defined as a planned sequence of work in a field, industry or profession. Work is defined as any activity that produces something of value. A job is a task or group of tasks performed as part of work. A wage earner is a person who works and is paid for services. A progression of moving up in a career is a career ladder. An entrepreneur is a person who invests time, money and energy into starting a new business.

One person may consider a career work while another may see his or her job as fun. The career cluster of emphasis for this module is Health Services. The health services area includes careers for every level of training and responsibilities. Most of these careers appeal to people who have certain personality characteristics in common. These characteristics focus on working with people, working indoors and wanting to help people. Professional responsibility will vary between careers. The working conditions and incomes will vary among career choices in this area.

Positive communication skills are vital for any career in this area. Communication takes place verbally and nonverbally. Either form of communication can create barriers if messages are not plain and direct. Messages get confused by physical surroundings (background noise, periodic interruptions), personal habits (nervous sounds, chewing nails, twisting hair, popping gum) or opinions (forming an opinion with little or no information or facts). However, communication skills can be learned and improved constantly.

Positive workplace behaviors and a good attitude are important for succeeding on the job. Work ethic is an individual or cultural belief about work. Some examples of work ethics are being on time, doing a thorough job, not gossiping, and being responsible for completing tasks with minimal supervision. These can also be professional issues as well.

While it has been very popular in the past decade for individuals to pursue entrepreneurial goals, the reality is that most small businesses fail. Some of the causes of failure are lack of funding, poor management or producing products or a service that the consumer no longer wants. There are many entrepreneurial options available in the area of family and individual health. Careful planning, research and hard work can lead to great success.

References:

Jackson, Lee. *Careers in Focus-Family and Consumer Sciences.* Tinly Park, Illinois: The Goodheart-Wilcox Company, Inc., 1997.

Merki, Mary Bronson and Don Merki. *Health - A Guide to Wellness Fifth Edition.* New York, New York: Glencoe Publishing, 1996.

Meyers, Earl C. and Kathleen R. Allen. *Entrepreneurship and Small Business Management.* New York, New York: Glencoe McGraw-Hill, 1994.

Learning Activities

1. Identify sources of career information in the area of family and individual health.

a. Work in small groups using many resources, including copies of *The Occupational Outlook Handbook* and The *Dictionary of Occupational Titles* if possible. Find two family and individual health-related occupations, list duties, education requirements and future outlook of the job. Make a presentation to the class, or post the information about each occupation on 5x8 index cards..

Teacher Note: See Instructor Notes for listing of possible resources.

---

b. Use the **Thinking It Over** worksheet. Select one of the careers presented in 1(a) above and list the facts concerning that career. After thinking it over, write a few sentences on why that career could be for you. Post your worksheet around the room. *Variation:* List one career and describe why that career would **not** be for you.

Why are these selected occupations considered family and individual health careers?

What aspects of the career interests you the most? (e.g., income, flexibility, helping others, etc.)

c. View the video *Career Cluster Decision* which focuses on exploring career options and selecting clusters based on interests. The video is available from the Missouri Resource Center for Career and Technical Education (MRCCTE) item #R video 222. Also available is the video *Career Plan* for setting goals, identifying skills and reviewing career cluster options. MRCCTE item #R video 224.

2. Evaluate personal characteristics and professional responsibilities that could enhance a career related to family and individual health.

a. **FCCLA Activity.** Invite a panel of professionals representing family and individual health careers to your class. Prepare questions in advance that you want members of the panel to address. During the presentation, check off each question as it is addressed. Ask your questions that are not addressed in the presentation.

b. As a class, brainstorm a list of personality traits. Circle the 10 traits that best describe you. Do this quickly, don't allow time for rationalizing. See *Personality Traits for Career Search* Fact Sheet for some suggestions.

Discussion Topics

Of the 10 selected, what three characteristics most closely fit a family and individual health career?

What three characteristics could be negative traits that could hinder a career in family and individual health?

What are the best characteristics overall for family and individual health careers?

How can these characteristics be developed by individuals?

3. Select a specific career in family and individual health, and investigate the working conditions and income opportunities.

a. In a small group using one career found in activity 1(a), use the Internet or *The Occupational Outlook Handbook* to research this career path and find out specific working conditions and incomes. Present your findings to the class.

b. Arrange a mentoring or job shadowing event to follow a worker on the job for a day (if possible when school is not in session). Job shadow in a family health career. Take notes on the job duties, working conditions and income opportunities. Watch for examples of positive and negative communication skills. If it is an entrepreneurship, use the interview worksheet that follows in activity 6(c).

c. View the video *Team Skills for the New Workplace* which demonstrates skills needed for workplace teams to be successful. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 152.

4. Create a workplace situation involving positive communication skills.

a. Divide into small groups and write a role play situation. Half of the groups will feature positive communication skills, the other half will demonstrate negative communication situations in the workplace. Present to class.

Discussion Topics

Was this presentation an example of positive or negative communication skills?

How could the situation be turned around?

Who should be responsible for using positive communication skills?

What can happen when no one uses positive communication skills?

b. Brainstorm a list of examples of workplace discussions that might occur between two coworkers. Divide into pairs. Use a note card or sheet of paper preprinted with-
"When you ______________, I feel ______________ because ________________."
Select one of the workplace discussions from the list and fill in the blanks.

Discussion Topic

How do good communication skills affect problem-solving?

What can happen when individuals fail to use positive communication skills?

c. Use the following scenario for class discussion:

Tanicka arrived at work just one minute after work time started. She rushed in complaining about the traffic and made the following statements, "I just can't get started without coffee. Oh Sue, did you hear about Samuel? Well, I guess I have to answer the phone!" and "It's too close to breaktime to start any new tasks!"

Discussion Topics

Select one quote from this scenario and explain whether it is an example of good or inappropriate communication skills.

Use the ***SEARCH for Solutions*** *worksheet to explain the basic communication problems. Think about how these attitudes and behaviors affect Tanicka's performance on the job and how she influences her coworkers. Describe the positive and negative results of her behavior.*

d. View the video *Valuing Diversity - Multicultural Communication* which describes how what makes people different is what makes the group better. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 136.

5. **Identify ethical and professional issues and responsibilities in the area of family and individual health careers.**

a. Work in a small group to create a cartoon that addresses an ethical or professional issue. Post cartoons in school workrooms.

b. Work in small groups to make posters illustrating examples of good work ethics and professional responsibilities. You may want to view the video *Not For Sale - Ethics in the American Workplace*. Students will examine several workplace issues which challenge ethics. The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 126.

Discussion Topics

What happens when employees ignore workplace ethics?

How can people improve on their work ethics?

How are clients and customers affected when ethics are ignored?

Why are ethics important?

6. **Identify entrepreneurial options in careers related to family and individual health.**

a. Describe a business that you would like to start. Explain why this type of business appeals to you. Present your business idea to the class and explain why this is an entrepreneurship and how it relates to Family and Individual Health.

Discussion Topics

What traits are necessary to be considered an entrepreneur (self-confident, committed to succeed, creative, inspired by challenge, organized, highly motivated, etc.)?

What traits do you have that are needed for this business to succeed?

Does someone have to remind you of responsibility?

Do you give up easily?

What traits will you need to develop or overcome to be successful?

b. Use **My Entrepreneurship Abilities** Activity Sheet and answer the questions after the checklist.

c. Interview an entrepreneur using the **Entrepreneur Interview** Activity Sheet. Report back to class with a summary of your interview.

Discussion Topics

What do many of these entrepreneurs have in common?

Does this make you want to be an entrepreneur? Why/why not?

Assessment

Paper/Pencil

1. List three individual and family health careers and explain the duties, future outlooks for the job, working conditions and approximate incomes for each. Develop a five point scoring guide to evaluate each career.
2. Using your own personal characteristics, write a one page summary describing how your personal characteristics will work in a family and individual health career opportunity.
3. Write a definition of "work ethic" and how it relates to professional issues.
4. List one family and individual health career that could be an example of an entrepreneurship and explain how. Write the script for a one-minute radio commercial promoting your business. Develop a scoring guide to rate the commercial content and delivery.

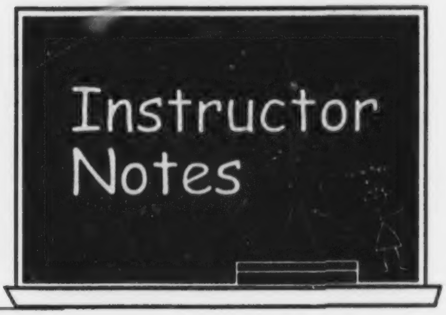
Classroom Activities

1. **FCCLA Activity.** Use the career search in activity 1(a) and personalize adding a written report or summary. Use as Power of One Project for "Working on Work". You may want to refer to the video *National Star Events - Entrepreneurship.* The video is available from the Missouri Resource Center for Career and Technical Education item #FCS video 42.
2. Repeat the activity above only give a presentation to another class for a Power of One Project "Speak Out for FCCLA".

Application to Real-Life Settings

1. **FCCLA Activity.** Divide into small groups and each group select different areas of health careers for families and individuals. Plan a career fair for health careers. Include various screenings, possibly a blood drive, invite community and parents that may have other jobs butare looking for a career. Use this as an FCCLA project for the Community Service Award.
2. Use the Internet to search sources such as the U.S. Small Business Administration for information on starting your own business. Develop a Plan of Action, listing the steps you would need to take to start your own business. *Variation:* Expand this project by presenting your Plan of Action to lenders to review as possible sources to fund the project. Solicit their opinion of whether they would actually fund this proposal. If not, what information would they need to make their decision? Evaluate the Plan of Action based on how many lenders would provide financing.

Facts, Figures, Resources & Ideas



Occupational Resources

Dictionary of Occupational Titles - lists kinds of jobs, responsibilities and duties

The Occupational Outlook Handbook - lists jobs, their educational requirements, expected earnings, working conditions and job outlook

Guide for Occupational Explorations - lists jobs and matches them to interests and abilities

Reader's Guide to Periodical Literature - lists magazines where career information articles are available

Entrepreneurial Woman - magazine for women owning their own businesses

Guide to Franchise and Business Opportunities - information for owning chain businesses

Entrepreneur - magazine for owning businesses

Success - magazine for owning businesses

Inc. - magazine for owning businesses

Health Careers Manual Occupation Categories website developed by the Kansas Hospital Association lists health careers with links to detailed occupational information.

www.kha-net.org/careers/content.html/

Natural Health Careers website for self-employment tips.

www.herbed.com/employmenttips.htm/

Name ______________________________

Thinking It Over

Describe Tanicka's overall attitude and her commitment to her job. Explain why you formed this opinion of Tanicka based on her comments. After thinking it over, what advice would you give Tanicka if you were her supervisor. How would you word your comments to her to show respect for her feelings?

The Facts Say…

After Thinking It Over, I say…

Name

Thinking It Over

Select one career option focusing on Family & Individual Health. List facts about the field that you consider important when deciding on a career. Then list your opinions about how this career does or does not fit your plans for the future.

The Facts Say…

After Thinking It Over, I say…

Personality Traits for Career Search

Adventuresome
Aggressive
Ambitious
Angry
Assertive
Boastful
Calm
Caring
Cautious
Cheerful
Competitive
Confident
Cooperative
Courageous
Considerate
Creative
Daring
Demanding
Dependable
Disagreeable
Dramatic
Energetic
Enthusiastic
Friendly
Generous
Greedy
Helpful
Honest
Humble
Humorous
Inquisitive
Inventive
Irritating
Kind
Mature
Moody
Outgoing
Polite
Quiet
Rude
Sarcastic
Selfish
Sincere
Shy
Thoughtful
Upbeat

Activity Sheet Name ______________________________

My Entrepreneurship Abilities

Review the statements below and place an X in the column that best describes you. Then answer the questions that follow.

Characteristics	Usually	Sometime	Rarely
1. I prefer to work rather than sit idle.			
2. Others tend to follow my lead.			
3. I enjoy setting long-term goals and completing them.			
4. I keep my school papers and personal record in excellent order.			
5. I like creating ideas.			
6. I like executing plans.			
7. I like competition.			
8. I like to take risks.			
9. I am friendly with anyone I meet.			
10. I am very persistent.			
11. I plan my work before I start.			
12. I like making hard decisions.			
13. I communicate well with others verbally and nonverbally.			
14. I like to confront a challenge.			
15. I have a high level of self-motivation and drive.			
16. I am willing to work when others are taking breaks.			
17. I enjoy turning problems into opportunities.			
18. I have a very positive attitude.			
19. I like to match my ideas against others.			
20. I like to succeed where others have not.			

21. Which of the entrepreneurial abilities from the checklist best describe you?

22. Which of the abilities from the checklist would you need to improve before you could consider a career as an entrepreneur?

Activity Sheet Name ______________________

Entrepreneur Interview

Person interviewed:

Name of business:

1. How do you describe your business?
2. Is your business a sole proprietorship, partnership or corporation?
3. When you were a teen, was anyone in your family an independent business person? (If yes, explain)
4. What were your career plans as a teen?
5. How did you get into this business?
6. Who most influenced you as a business role model? Explain.
7. What most prepared you for the work you do today?
8. Did your business begin where it is located today? (If no, explain)
9. How many hours a week do you work at your business?
10. What do you like the most about having your own business?
11. What do you like the least about having your own business?
12. What does being successful mean to you?
13. What advice to you have for someone considering becoming an entrepreneur?

Name: ______________________________

Family/Individual Health 40-4400-C

Course Rationale:
To improve the health of Missouri citizens, performance competencies in the family/individual health course taught in Family and Consumer Sciences Education programs enable students to:
a) construct meaning pertinent to health care knowledge;
b) communicate effectively with family members and health care providers;
c) solve problems impacting health and wellness; and
d) make responsible health care decisions involving individuals, families, and communities.

Directions:
Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect **employability readiness** rather than the grades given in class.

Rating Scale:
3 Mastered - can work independently with no supervision
2 Requires Supervision - can perform job completely with limited supervision
1 Not Mastered - requires instruction and close supervision
N No Exposure - no experience or knowledge in this area (IBM) 10-95

3	2	1	N	A. **Assuming Leadership Roles as Responsible Family Members and Citizens**
				1. Utilize FHA/HERO program(s) to address family/individual health issues
				2. Utilize leadership qualities and skills for problem solving
				Other: ____________________
				____________________

3	2	1	N	B. **Promoting Individual Wellness**
				1. Define wellness
				2. Describe lifetime fitness principles and techniques
				3. Assess personal health practices and risks
				4. Create a personal wellness plan
				5. Analyze how the family, peers, community and global issues influence the health of individuals
				6. Analyze situations that require professional health service
				Other: ____________________
				____________________

3	2	1	N	C. **Exploring Functions and Interrelationships of Body, Social and Communication Systems**
				1. Describe functions of body systems including circulatory, digestive, reproductive and skeletal
				2. Identify demographic changes that influence family health systems
				3. Analyze how family and cultural diversity impact health
				4. Defend a position on ethical, legal and environmental issues impacting health systems
				Other: ____________________
				____________________

3	2	1	N	D. **Enhancing Human Growth and Development**
				1. Describe developmental processes which occur during the life cycle
				2. Identify diseases, illnesses and disorders affecting growth and development
				3. Describe behaviors for preventing and controlling communicable diseases
				4. Develop coping strategies to deal with health deviations and changes in the life cycle
				Other: ____________________
				____________________

3	2	1	N	E. **Promoting Health and Prevention Concepts**
				1. Describe the changing relationships of mental, emotional, social and physical health throughout life
				2. Explain the effects of substance use and abuse on the individual, family and community
				3. Evaluate how lifestyle choices impact health
				4. Distinguish between appropriate and inappropriate behavior in relationships as they affect health
				5. Identify standards of personal hygiene and health
				Other: ____________________
				____________________

3	2	1	N	F. **Promoting Nutritional Health**
				1. Explain relationships between dietary guidelines and wellness
				2. Compare nutritional needs at different stages of the life cycle
				3. Identify nutritional needs of individuals with special health deviations
				Other: ____________________
				____________________

BEST COPY AVAILABLE

3	2	1	N	G. **Maintaining a Safe Environment**
				1. Describe health emergency procedures
				2. Develop accident/injury prevention strategies for personal, home, family and community health
				3. Demonstrate refusal and negotiation skills to avoid potentially harmful or exploitive situations
				4. Demonstrate strategies for solving interpersonal conflicts without harming self or others
				5. Demonstrate methods of avoiding threatening situations
				Other: ____________________
				____________________

3	2	1	N	H. **Accessing Health-Related Information, Products and Services**
				1. Discriminate between reliable and unreliable health information, products and services
				2. Analyze data from multiple sources to make informed decisions about health information, products and services
				3. Describe factors that influence personal selection of health-care resources, products and services
				4. Demonstrate the ability to access individuals and agencies that provide support and protection
				5. Compare costs and benefits of available health-care coverages
				Other: ____________________
				____________________

3	2	1	N	I. **Influencing Change in Environments**
				1. Develop skills to affect public policy related to family/individual health
				2. Analyze the impact of technology on individual and family lifestyles as related to family/individual health
				3. Utilize technology and other resources to influence change in family/individual health environments
				Other: ____________________
				____________________

3	2	1	N	J. **Researching Key Careers**
				1. Identify career clusters and careers related to family/individual health
				2. Assess personal characteristics and professional requirements for occupations related to family/individual health
				3. Investigate working conditions and income of specific careers
				4. Use effective communication techniques for multiple workplace situations
				5. Examine ethical and professional issues and responsibilities
				6. Evaluate entrepreneurial options related to family/individual health
				Other: ____________________
				____________________

BEST COPY AVAILABLE

Produced by the Instructional Materials Laboratory • University of Missouri-Columbia • 2316 Industrial Drive • Columbia, MO 65202 • 800-669-2465

Process Skill A Competencies:

1. Define practical problems families and individuals face in everyday work and family life. (PS/A-1)
2. Identify the types of practical problems families and individuals frequently face. (PS/A-2)
3. Apply individual values and goals to decision-making. (PS/A-3)

Managing Work and Family Life
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervision)	Learning (Not Mastered)	Score
Identify Values	- Clearly identifies values. - Consistently applies values to decision-making. - Accepts that others may have differing values.	- Clearly identifies values. - Usually applies values to decision-making.	-Identifies values but does not usually apply them to decision-making	
Consider Opinions of Others	- Lists several opinions and links them to values. - Analyzes each option in relation to resources. - Evaluates opinions based on the extent to which they rely on facts.	- Selects an alternative and justifies choice based on values. - Considers possible consequences of each option before making choice.	-Lists some possible opinions but does not link them to values.	
Select Alternatives	- Selects an alternative and justifies choice based on values. - Considers all consequences before making a choice. - Uses a decision-making matrix to evaluate decisions involving many alternatives.	- Selects an alternative and justifies choice based on values. - Considers possible consequences of each option before making choice.	- Selects an alternative, but cannot justify choice based on values.	
Evaluate Actions	- Explains whether the goal was met. - Reflects on how other options might have turned out. - Considers this decision for similar situations.	-Explains whether the goal was achieved. - Reflects on how other options might have turned out.	- Explains whether the outcome was appropriate.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

BEST COPY AVAILABLE

Process Skill B Competencies:

1. Identify characteristics of a respectful relationship. (PS/B-1)
2. Demonstrate effective communication skills. (PS/B-2)
3. Examine the consequences of actions for self and others. (PS/B-3)
4. Apply conflict resolution techniques when neeeded for consensus

Building a Respectful Relationship
Process Skills Scoring Guide

Steps to Mastery	**Achieving (Mastered)**	**Growing (Requires Supervision)**	**Learning (Not Mastered)**	**Score**
Uses Active Listening Skills	- Listens carefully; makes eye contact; provides feedback. - Asks questions to clarify meaning. - Summarizes the content of the speakers message for understanding.	- Listens carefully without interrupting. - Makes eye contact; provides good nonverbal feedback.	- Listens carefully without interrupting.	
Expresses Concern for Others	- Empathizes with those who have different ideas. - Accepts individual differences. - Expresses feelings and thoughts with words and actions.	- Empathizes with those who have different feelings, knowledge and abilities. - Accepts individual differences, though lacks concern.	- Displays limited tolerance for those who have different feelings, knowledge and abilities.	
Participates in Respectful Relationships	- Thoughts and ideas are clearly presented. - Assists others in clarifying meaning. - Reaches out to others who are hesitant to share ideas and assists them in organizing their thoughts.	- Shares thoughts fully and ideas are clearly presented. - Assists others in clarifying meaning to increase understanding.	- Speaks words clearly, but thoughts may be disorganized or incomplete.	
Explores Meaning and Shared Goals	- Clarifies expectations before making choices. - Works to identify common goals. - Compromises with consideration for others.	- Questions and clarifies meaning or expectations before reviewing possible alternatives. - Works to identify common goals.	- Prefers clear, concrete direction with little or no discussion of alternatives.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

BEST COPY AVAILABLE

Student Name ______ Course ______

Process Skill C Competencies:

1. Demonstrate practical problem-solving skills. (PS/C-1)
2. Evaluate consequences of possible solutions for self and others. (PS/C-2)
3. Compare and contrast practical problem-solving techniques to other problem-solving strategies. (PS/C-3)

Solving Practical Problems
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervision)	Learning (Not Mastered)	Score
Identify the Problem	- Identifies the problem to be solved. - Considers self and others in the desired solution. - Identifies complications that must be resolved.	- Identifies the problem to be solved. - Considers self and others in the desired solution.	- Identifies the problem to be solved.	
Examine the Facts and Information	- Consults several resources, and evaluates the credibility of each. - Select resources that provide factual and/or value information. - Seeks enough resources to provide a balance of information.	- Consults several resources, and evaluates the credibility of each. - Select resources that provide factual and/or value information.	- Consults several resources, but does not evaluate reliability.	
Consider the Options of Others	- Considers several options including the consequences for self and others. - Analyzes each option's ability to resolve the issue. - Weighs each option against the consequences.	- Considers two or more options and identifies consequences for self. - Analyzes each option's ability to resolve the issue.	- Considers only one or two options with no regard for the possible consequences.	
Implement a Plan of Action	- Selects one option and explains how the choice will achieve the desired outcome. - Considers ethical and logistical issues. - Evaluates results and actions.	- Selects one option and explains how the choice will achieve the desired outcome. - Considers ethical and logistical issues.	- Selects one option with no consideration of actions needed to implement choice.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

EST COPY AVAILABLE

Process Skill D Competencies:

1. Define the roles of a responsible family member and citizen. (PS/D-1)
2. Demonstrate positive leadership skills. (PS/D-2)
3. Compare and contrast the duties of a responsible family member and citizen. (PS/D-3)

Assuming a Leadership Role
Process Skills Scoring Guide

Steps to Mastery	Achieving (Mastered)	Growing (Requires Supervision)	Learning (Not Mastered)	Score
Identify Values	- Clearly identifies values. - Consistently applies values to decision-making. - Accepts that others may have differing values.	- Clearly identifies values. - Usually applies values to decision-making.	-Identifies values but does not usually apply them to decision-making.	
Consider Opinions of Others	- Lists several possible opinions and links them to values. - Analyzes the viability of each option in relation to resources. - Evaluates opinions based on the extent to which they rely on facts.	- Selects an alternative and justifies choice based on values. - Considers possible consequences of each option before making choice.	-Lists some possible opinions but does not link them to values.	
Select Alternatives	- Selects an alternative and justifies choice based on values. - Considers possible consequences of each option before making choice. - Uses a decision-making matrix to evaluate decisions involving many alternatives.	- Selects an alternative and justifies choice based on values. - Considers possible consequences of each option before making choice.	- Selects an alternative, but cannot justify choice based on values.	
Evaluate Actions	- Explains whether the goal was achieved. - Reflects on how other options might have turned out. - Identifies similar situations where this decision might apply.	-Explains whether the goal was achieved. - Reflects on how other options might have turned out.	- Explains whether the outcome was appropriate.	

Score Guide: 3-Mastered; 2-Requires Supervision;
1-Not Mastered; N-No Exposure.

Total Points: ______

Total Possible Points: ______

BEST COPY AVAILABLE